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ABSTRACT

This document is the final component of a K-eighth-grade program on crime resistance. Major objectives of the program are to help teachers promote and maintain positive student attitudes and behavior, assist students in meeting their responsibilities, and help students insure their own and other people's safety and welfare. Specific objectives of this component are to help eighth-grade students explore their responsibility as citizens, accept the responsibility of reporting crimes, become responsible witnesses, learn the processes of juvenile justice, consider the concept of 'unwritten rights,' and explore the possibility of a police state. Activities suggested to reinforce these objectives include analyzing case studies of crime resistance, analyzing cartoons based on crime prevention, taking notes on stories of crime excerpted from newspapers and read aloud by the teacher, discussing issues in class, identifying reasons for the disparity of witness observations in several case studies, writing research reports on crime, compiling sample police reports, and comparing police activities in the United States with police activities in other nations. For each activity, information is presented on objectives, procedures, and materials. Worksheets are included whenever necessary. The document concludes with a student reading list, a resource directory, and a glossary. (DB)

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Teaching Individuals Positive Solutions
Teaching Individuals Protective Strategies

SO 013 456

This curriculum guide was developed and produced by a team of educators from the Charlottesville City and Albemarle County School Systems. The project was federally funded and administered through the Virginia Department of Education.

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ACKNOWLEDGMENTS

To develop a Crime Resistance curriculum requires more than usual dependence upon colleagues and friends. Crime resistance is more than a name, topic, or label. Crime Resistance through education is a concept promulgated by Mr. Clarence M. Kelley, former Director of the Federal Bureau of Investigation. The concept embellishes the notion that a safer and more secure society will result when all its citizens more nearly meet their individual and societal responsibilities as expected in a free democratic society.

Mr. Kelley presented the concept to the Honorable Mills E. Godwin, Jr., former Governor of Virginia, who immediately perceived the potential and through Dr. W. E. Campbell, Superintendent of Public Instruction for the State of Virginia, initiated a Title IV-C funded program envisioned as having nationwide applicability. Dr. Campbell invited Dr. William J. Ellena and Dr. Clarence S. McClure, Superintendents respectively of the Charlottesville City and Albemarle County Schools, to develop and pilot such a program.

From the initial stages the project received the complete support and cooperation from all these gentlemen and various members of their staffs. Their assistance and encouragement have been constant and reassuring.

Research and writing credit should go to the project staff facilitators — Mrs. Martha Bass, Mrs. Loreli Damron, Mrs. Joyce Paige Brandt, Mr. Beauregard Payne, and Mrs. Manie Phillips. They have spent endless hours in curriculum development as well as going from school to school working with staff and students. Gratitude is expressed also to teachers and administrators who helped develop and field test the curriculum. Their countless suggestions and recommendations resulted in a high quality product. To the best of their knowledge, the activities in this book are attributed to the earliest source that could be found; activities not attributed are untraceable or, original.

Chief John deKoven Bowen of the Charlottesville Police Department, Sheriff George Bailey of Albemarle County, and special FBI agents Frank Washburg and Anthony Rider have lent substantial encouragement and assistance. They and their staffs have spent many hours advising and serving as program resources. A final word of thanks for a fine job by Mrs. Beverly Fox and Mrs. Kathie Morris for editing and proofreading and by Bob Sommers for layout and graphics. An expression of appreciation also goes to Mrs. Ellen Pitts, project secretary and typist.

Without the efficiency, patience and outstanding skills of these people this work would not have been possible.

Scott Hamrick, Supervisor
TIPS Program

FOREWORD

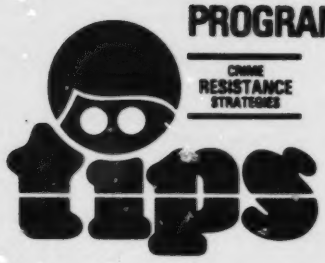
TIPS is a crime resistance curriculum designed by and for educators. The translation of the FBI concept of crime resistance into an educational program addresses both the perpetrators of crime and the victims.

The goals of the program are to:
- promote and maintain positive student attitudes and behavior
- assist students in meeting their responsibilities to help insure the safety and welfare of self and others.

In an effort to encourage more positive attitudes toward the structure of our society and to discourage errant behavior, students are led through a systematic examination of the necessity for rules, laws and authority. Guidelines are suggested for effective conflict settlement in an effort to improve interpersonal relationships and reduce criminal and quasi-criminal behavior. The concept of responsibility is examined both from a personal and a societal perspective. Safety measures are emphasized, alerting students to their vulnerability to specific crimes and teaching preventive and protective measures.

The curriculum packets provide the classroom teacher with a systematic plan for reaching the program goals. A program overview orients teachers to their role in the total K-8 scope and sequence. Included in each packet are complete lesson plans and strategies and reproducible student worksheets. Supplementary materials are suggested but are not necessary for effective implementation.

Certainly the goals of the TIPS Program will not be realized overnight; attitudinal and behavioral changes are subtle and complex. Moreover, the authors realize that, even over time, the program is not the cureall for the disruption in the classroom, juvenile delinquency, or victimization. However, it is a start, and through a systematic and continuous reinforcement of the concepts of the TIPS Program, we hope that students will become less vulnerable to victimization and more responsible as citizens.



PROGRAM OVERVIEW

K

- examining personal feelings and those of others
- introducing the concept of responsibility
- introducing situations that could cause conflict
- introducing the concept of rule
- introducing an authority figure (police officer)
- introducing the term "stranger"
- learning names and addresses
- learning to dial "0" for emergencies

1

- recognizing that people's feelings differ
- introducing the concept of "a responsible person"
- exploring situations that could cause conflict
- learning the necessity for rules
- introducing the concept of authority
- exploring responsible behavior in dealing with strangers
- learning to make an emergency phone call

2

- comparing personal feelings with feelings of others
- reinforcing the concept of being "a responsible person"
- reinforcing situations that could cause conflict
- understanding that rules are everywhere
- identifying authority figures
- identifying "never" rules in dealing with strangers
- introducing the concept of unsafe places

3

- introducing the terms "attitude" and "value"
- exploring consequences of neglecting responsibility
- introducing the term "conflict"
- introducing the term "law"
- reinforcing the concept of authority
- introducing the term "shoplifting"
- learning to properly mark personal property

4

- understanding how attitudes help determine values
- understanding one's responsibility to others
- exploring solutions to conflict
- learning to compare and contrast rules and laws
- introducing the concept of the hierarchy of authority
- introducing the terms "victim" and "vulnerable"
- identifying potentially dangerous situations

5

- understanding the relationship between actions and values
- understanding one's responsibility for the actions of others
- distinguishing between positive and negative solutions to conflict
- examining the necessity for laws
- introducing the term "crime resistance"
- introducing simple and safe home security measures

6

- recognizing laws are written to protect societal values
- exploring how laws come from societal values
- defining the term "authority"
- identifying attitudes toward authority
- identifying 3 positive ways of solving conflict
- exploring crime as a negative solution to conflict

7

- defining "victim" and "vulnerability"
- examining the effects of victimization
- exploring crime resistance strategies in the community
- protecting against consumer dangers
- introducing "victimless crimes"
- examining peer pressure
- exploring crime resistance strategies at home
- learning babysitting skills
- identifying signs of child abuse and neglect
- exploring crime resistance strategies at school

8

- exploring one's responsibility as a citizen
- accepting responsibility to report crime
- learning responsibility of a witness
- exploring one's rights as a citizen
- learning the process of juvenile justice
- considering the concept of "unwritten rights"
- exploring possibility of a police state

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To The Teacher:
Use of the Packet

Each packet is divided into major units. At the beginning of each unit a statement of PURPOSE is presented to clarify the central message that should be emphasized in the lesson. Learning OBJECTIVES are also presented to identify the knowledge and skills that the student should obtain from the unit.

Each unit is then divided into two sections: RECOMMENDED ACTIVITY and FOLLOW-UP ACTIVITIES.

To reach the stated objectives, the RECOMMENDED ACTIVITY should be taught in its entirety. It is important for the teacher to read through the entire activity prior to implementation so that the full scope and relationship of the activities are understood. Student worksheets, provided at the end of each section, may be duplicated for distribution. Whenever there is a worksheet available, it will be shown in a reduced form in the teacher's section with instructions for use and answers inserted when applicable. It is essential that the discussion material included in the teacher section be shared with the students.

FOLLOW-UP ACTIVITIES are meant to reinforce and augment the objectives of the recommended activity. Teachers are encouraged to review all follow-up activities prior to implementation and select those that seem most appropriate. Student worksheets are presented in the same way as in the recommended activity.

In the back of the packet, a list of suggested films and filmstrips with accompanying discussion questions is provided followed by a glossary of terms used in the TIPS program.

- this symbol denotes additional suggestions to teachers.

UNIT I

You And Society

PURPOSE:

Crime resistance begins when individuals take personal protective measures to avoid becoming victims of crime. When the same individuals join with law enforcement agencies in reacting to criminal activity a significant defensive weapon against crime is created.

Students need to see reporting crime as responsible citizen action. To fail to do so implies tacit approval of crime. Students are encouraged to examine the many reasons why they might be reluctant to report crime (peer pressure, fear of reprisal, etc.). This, combined with information on how to actually report a crime, will hopefully make them more willing to accept the responsibility.

OBJECTIVES:

- The student will learn to list the kind of information needed when reporting a crime.
- The student will learn to list some responsibilities of a witness to a crime.

RECOMMENDED ACTIVITY

The Dawning Of The Age Of Responsibility
- -Juvenile, Juvenile, Who Is A Juvenile? (anagram)*
- -Crack The Code (vocabulary)*
- -Track The System (case study, charting)*
- -The Take-Over (play)*

FOLLOW-UP ACTIVITIES

Speaker*
Scramble (word scramble)*
It's Not Hard to Find (crossword puzzle)*
On Your Own (research)
Mural
You're In Charge (problems solving)*
Mock Hearing
Mix and Match (comparison)*
The Case Of Gerry Gault (comis strip)*
The Miranda Case (comic strip)*
The Miranda Waiver (form completion)*

*STUDENT WORKSHEET PROVIDED

Recommended Activity

If It's Happening, Baby, It's Happening To You

A LONG DAY IN THE FRIGHTFUL LIFE...

Read the following story to the students and discuss the questions.

A LONG DAY IN THE FRIGHTFUL LIFE...

John Bryant fought through the fuzz of last night's sleeping pill as the 7 a.m. newsman brought him the details of yesterday's muggings, liquor-store holdups and sniper attacks. John groped for the light switch - and inadvertently (by accident) brushed against the "panic button" on the $700 Tel-Guard alarm... connected to his telephone. Obediently, the system silently dialed the operator and automatically began repeating a recorded message:"Emergency at 250 Lincoln Street. Emergency at 250 Lincoln Street."

Still groggy, John shaved, dressed and went to feed the attack-trained Doberman pinscher that he had leased for $25 a week. Holding out the meat, he forgot and commanded, "Get it!"; the dog obediently bit his hand. He was still bandaging the wound when two policemen, answering the Tel-Guard summons, began pounding at his door. Fumbling frantically, John managed to undo the three locks on the door ... After apologizing profusely (again and again) to the cops...(he) checked to make sure his can of Mace (a chemical spray) was in his pocket, relocked the door and headed for the bus stop.

John was already on the step of the bus when he discovered that he had nothing smaller than a $10 bill. "Off you go, Mac," ordered the driver. Alarmed by a rash of bus robberies, the city had ordered that all riders must drop the exact fare into the locked fare box. Drivers were allowed to carry no cash... John stepped down and turned to a young woman on the curb to ask for change. "Miss," he began, "could you -" She let him have it with her G-G31 teargas device ...

Slumping into the rear seat of a taxi, he was still wiping his eyes when he heard an ominous click: up front, behind his bulletproof plastic shield, the driver had flicked a switch that locked both rear doors electrically to prevent passengers from taking off before paying the fare. "Where to, fella?" asked a voice from a loud-speaker overhead. John told him...

The rest of the morning passed peacefully enough-until shortly before noon when John ducked out to shop for a present for his girl friend's birthday. He had spotted just the thing a few days earlier in a nearby department store: $1.49 Protecalarm - a battery-operated siren designed to be carried in a woman's purse.

As he walked through the store, John was followed every step of the way by closed-circuit TV cameras ... He found the Protectalarm, pulled out his check-book, and waited patiently while a new clerk figured out how to work the still camera that photographed every customer paying by check. In her confusion, the clerk wrapped the package without first removing the tags. One of them was a wafer, specially radiated to set off a Knogo sonic alarm in the doorway of the store. John had barely reached the sidewalk when he was surrounded by detectives who accused him of shoplifting.

By the time the tearful clerk admitted her mistake and the stony looks turned to embarrassed smiles, John decided to call it a day. Exhausted, nerves frazzled, he walked home - carefully skirting shadows. He took a trifle (little) longer than usual to open his triple-locked door. The delay proved unfortunate. Before John could slither inside his urban fortress, three thugs lurking in the vestibule (hall) relieved him of his wallet, his watch and his girl friend's Protectalarm. Then, for good measure, they gave him a whiff of his own Mace.

Adapted:"A Long Day in the Frightful Life..." TIME, March 7, 1969, p.26.

DISCUSS:

1. What was the purpose of this story?
   - -to dramatize the extent of crime
   - -to dramatize fear of crime
   - -to emphasize Americans' awareness of crime
   - -to point out what might be a typical American lifestyle if crime continues to increase

2. Why do people commit crimes?
   - -poverty (unemployment, poor housing, little to lose by committing crime)
   - -can't handle conflict in a more positive way
   - -mental illness, alcohol, drugs
   - -bad upbringing and environment (little education, broken homes)

-permissive parents (no solid values, no respect for rules, laws and authority)
-bigger population
-no fear of justice system

MAN, WE NEED CHANGES
(STUDENT WORKSHEET Page 9)

Provide students with the worksheet. Give them a few minutes to look at the cartoons before asking them to respond to what they think the cartoons are saying. Emphasize the following question:

Why aren't we successful in preventing crime?

STUDENT WORKSHEET

DISCUSS:

CARTOON 1.

The influence of TV keeps us from preventing crime because it presents crime and violence as normal, exciting behavior.

- Do you think violence on TV encourages violent behavior in everyday life? Why? Why not?
- What steps can be taken to influence the amount of crime and violence shown on TV? As an individual? As a group?
  - lobby groups
  - not watching violent shows to lower ratings
  - letters to networks and sponsors

CARTOON 2.

Guns and ammunition can be bought readily by any citizen.

- Have students give reasons supporting: a) the theory that the sale of handguns should be limited, b) the argument that there should be no limit to their sale.

a) people who own guns are more likely to be killed by intruders (violence ⟷ violence)
  - accidental deaths by use of handguns
  - guns bought for sports often used violently in emotional stress
  - anybody can buy a gun without being capable or mentally fit to use one

b) must protect our home and family
  - not fair that just criminals have guns
  - hunting is a good sport
  - government should not be able to control what we buy

- the above would make a good debate issue

CARTOON 3.

One should not get involved in the private business of another.

Why do you think that people have become less involved in the affairs of others?
  - city life more impersonal, don't know your neighbors
  - fear of involvement, may get hurt

Do you think that non-involvement will lead to less crime? Why? Why not?

In what ways could the two men help the crime problem and yet not risk personal injury?
  - reporting a crime to local authorities

CARTOON 4

Perhaps some students can choose other reasons why crime is difficult to prevent. **Have them draw a cartoon to depict their reasons.** (e.g. permissive parents, lenient justice system, drugs, decline of church, war, human nature, etc.)

Write the following quote on the board.

"HE WHO DOES NOT PREVENT A CRIME WHEN HE CAN, ENCOURAGES IT."
(TROADES, written by Seneca, a Roman, 2,000 years ago)

DISCUSS:

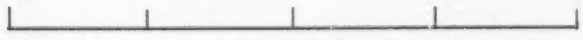
What does the quotation mean?

- Crime was a problem 2,000 years ago, and is still a problem today.
- You, as an individual, are a cause of crime even if you are not the criminal because if you CONDONE OR IGNORE criminal behavior you are IMPLYING THAT IT IS ACCEPTABLE.

YOU ARE THERE!

(STUDENT WORKSHEET Page 10-11)

Put a Crime Line like the one below on the black board.



I would ALWAYS report a crime.

I would NEVER report a crime.

Have student indicate with a show of hands how they feel about reporting a crime and record on the crime line. Save this until the end of the activity for comparison to see if feelings change.

In this activity, the students will assume the role of a reporter, taking notes and writing a newspaper article after interviewing a witness to a crime. You, the teacher, will assume the role of that "witness".

The teacher should read the following true account of the Genovese Murder to himself/herself before class and be prepared to answer the student interview questions.

GENOVESE MURDER

A GIRL IS MURDERED.
Thirty-eight people watch...
Date: March 13, 1964
Time: About 3:20 a.m.
Place: Queens, a part of New York City

Catherine Genovese, age 28, was coming home from work. She parked her car about 100 feet from her apartment house. A man stood near the parking lot. Catherine was afraid. She walked toward a police call box. The man came up behind Catherine. He raised a knife and stabbed her. Catherine screamed. "Oh, my God, he stabbed me! Please help me! Please help me!"

A man threw open a window in an apartment house across the street. He called out, "Let that girl alone!"

Other windows were raised. The man who had stabbed Catherine got into his car and drove away. Then the windows were closed.

The man returned. He stabbed Catherine once more. Catherine cried out in agony, "I'm dying. Please, I'm dying."

Windows were opened. The man got into his car and drove away. Again the windows were closed.

Catherine staggered to the back of an apartment building. A few minutes later the man returned. He found Catherine lying at the foot of the stairs. He stabbed her a third time — and killed her.

At about ten minutes to four that morning, the police got their first call from a man who had seen the murder. The police arrived in two minutes. It was hard for them to believe what had happened.

For more than 30 minutes, 38 people had watched a woman being slowly murdered. Not one of the 38 tried to help Miss Genovese. Not one of the 38 even picked up the phone to call the police while she was alive.

Because the killer had three chances to finish his job of murder, Catherine died. If the police had been called after the first attack, Catherine might still be alive now.

"I was tired, I went back to bed," said one man. "We were afraid to call the police," said one man and his wife. "I don't know," a woman said. "I didn't want to get involved," said another. "Leave me alone," said still another.

At 4:25 a.m. an ambulance came for the body. The people came outside. Then the ambulance left. The watchers went back upstairs.

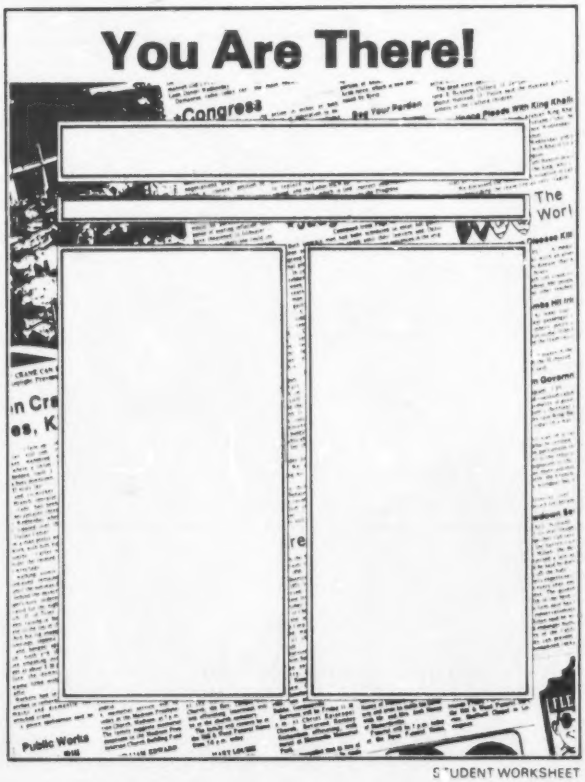
William Goodykoontz (ed.), *Law: You, the Police and Justice* (New York: Scholastic Book Services, 1970) pp.149-151.

Provide students with the form for reporter's "notes" and the form for the newspaper article. The teacher should tell the class that a crime has been committed, and that he/she was a witness. It is up to the students to get the details of the crime from the teacher through interviewing techniques. Students should take notes and use them to write a newspaper article on the crime.

The "witness" (teacher) should stay with the facts, giving short concise answers that will encourage further questions. Do not provide more information than is asked for by the students. The purpose of this activity is to help students understand the importance of the information given when reporting a crime (accuracy, detail, etc.). The personality of the "witness" may be embellished (what you do for a living, what you were doing at the time of the crime) but **DO NOT CHANGE THE FACTS OF THE CRIME.**

If time permits, the class could be divided into groups to interview the teacher separately. In this way, each group may vary in the information they obtain from the teacher and will therefore see the crime differently.

STUDENT WORKSHEET



STUDENT WORKSHEET

Choose several of the news articles written by students and read them to the class along with the real account of the crime. Note similarities and differences between the articles.

Did the students obtain the same information from the "witness" (teacher)?
Are the articles accurate or did the students embellish certain facts?

DISCUSS:

WHY SHOULD WE REPORT CRIMES?

1. obligations as a citizen
2. to permit the timely investigation of crime by the police
3. to assist in determining the identities of suspects
4. to assist in the location and arrests of suspects
5. to bring those who violate the law into the system of criminal justice for prosecution, rehabilitation, and treatment
6. to make the community and country a safe and secure place to live, to raise children, to work and to play
7. to analyze the impact of crime on society
8. to assist in the reduction of crime and inclination to commit crimes of opportunity
9. to assist in the prevention of crime
10. to assist in the recovery of stolen property

11. to reduce the financial cost of crime
12. to assist in the proper deployment of police manpower
13. to compile statistics on the types and incidence of crime and a profile of offenders

WHY MIGHT WE BE RELUCTANT TO REPORT CRIME?

1. fear of reprisal by the suspect
2. police would not want to be bothered
3. nothing can be done
4. not important enough to report
5. a personal or private affair
6. a friend committed the offense
7. distrust of the police
8. uncertain about how to report the incident
9. psychological trauma suffered by the victim
10. victim contributed to victimization or crime
11. victim embarrassment
12. not aware crime was committed (property offense — victim away from home)
13. victim apathy
14. a desire not to harm the offender
15. youth victim may not want parent to know
16. getting involved would take up too much time and effort
17. embarrassment for yourself, family or others

HOW SHOULD WE REPORT CRIMES?

What a witness or victim should do upon witnessing a crime:

1. Make sure it was a crime.
2. Make a mental note of exactly what occurred and the description of the criminal and any vehicle used.
3. Render first aid to the victim if he/she is still alive.
4. Immediately notify the police or have someone else immediately notify police.
5. Protect the crime scene and any injured victim until the police arrive.
6. Furnish the police with the facts of the incident upon their arrival.

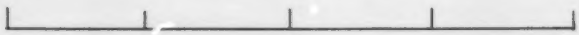
What information a witness or victim should provide the police when making the initial report of the crime:

1. his/her name
2. type of crime and weapon (if any)
3. location of the incident
4. condition and identity of the victim
5. identity (if known), description, and whereabouts of the suspect

What a witness or victim should furnish the police when interviewed:

1. identity and address of the victim, if known
2. identity and address of the suspect, if known
3. description of the suspect, including age, sex, race, height, weight, build, complexion, hair color and length, eye color, glasses, scars and marks, accent, and clothing
4. time of incident
5. what the suspect did and said when confronting the victim
6. what the victim said and did when confronted by the suspect
7. the words of the dying declaration spoken by the victim
8. whether the victim identified the suspect
9. the number of shots fired by the suspect
10. the type, model, caliber, and color of the weapon used
11. in which hand the suspect held the weapon
12. if the victim and suspect appeared to know each other
13. how the suspect entered and exited the room
14. whether the suspect touched anything in the room
15. the distance from the suspect and victim when the weapon was used
16. whether the witness believed he would be able to identify the suspect if observed at a later date

Put a second Crime Line on the blackboard and have students indicate how they feel now about reporting a crime. Compare this Crime Line with the one done earlier in the activity.



I would ALWAYS report a crime.

I would NEVER report a crime.

DISCUSS:

1. Has there been any change in your attitude?
2. Would it make any difference if the victim of the crime was someone you knew? Your best friend, a brother, a sister, or parent?
3. Do you think there should be a law that says "Anyone who witnesses a crime and does not report it to the police must pay a fine."? Why? Why not?
4. Should there be a payment for reporting a crime? Would more crimes be reported if witnesses were paid?
   - reimbursement for time taken to report
   - hourly rate to be a witness in court, etc.

NO TWO ALIKE
(STUDENT WORKSHEET Page 12)

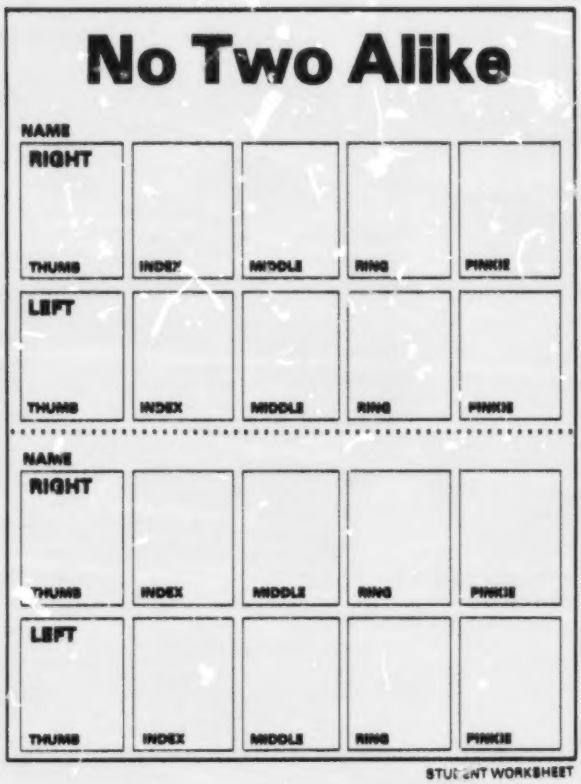
Discuss the following information with the students:

As individuals we have responsibilities for curbing crime through reporting and using our justice system responsibly. Organizations also work to control and prevent the rising crime problem. These include: Neighborhood Watch, Hands-Up (Junior Women's League), Crime Stoppers, Officer Friendly (a Sears Roebuck and Co. program), Junior Chamber of Commerce, Jaynes, Kiwanis, etc. Law Enforcement agencies also play a role apart form being the strong arm of the law. For instance, in the forensic laboratory they use sophisticated scientific methods of investigation. Part of the job of the forensic scientist is to help the police find some link between a crime and the person who committed it — something that a court of law will accept as evidence of guilt. However, routine examination of this kind not only helps the police confront the guilty, but also clears the innocent person from suspicion, since someone's life or liberty may depend on it.

Fingerprint work, then, is just one part of crime solving.

Provide students with a worksheet. Give the following instructions to the students: Using an inked stamp pad, press the index finger, including part of the second joint, on the pad. Roll the finger from left to right on the pad until you have a good layer of ink on it. If you do not have a stamp pad, take an ordinary ball-point pen and rub the point of it over the tip and part of the second joint until they are entirely covered with ink.

Carefully lay the inked finger on the worksheet placing the left side down first. Now roll the finger over until it is resting on its right side. Lift the finger straight up and away from the paper. In this way you will get a clear, complete impression of your fingerprint without smudging. Print your other fingers in the same way. You will see that a small slip can smudge a print, or too much ink can cause the lines to blur. Continue experimenting until a good print is obtained.



No Two Alike

NAME

RIGHT				
THUMB	INDEX	MIDDLE	RING	PINKIE

LEFT				
THUMB	INDEX	MIDDLE	RING	PINKIE

NAME

RIGHT				
THUMB	INDEX	MIDDLE	RING	PINKIE

LEFT				
THUMB	INDEX	MIDDLE	RING	PINKIE

STUDENT WORKSHEET

Make student "WANTED POSTERS" using fingerprints, descriptions and photographs. A "wanted poster" can be obtained from your local post office to use as a guide.

If students wish to experiment with "lifting" fingerprints, the following directions could be used.

1. Leave a fingerprint on a glass object (a jar, slide, drinking glass)
2. Roll a fat, soft bristled artist's brush rapidly between the palm to spread out the bristles.
3. Dip the brush lightly in a powder that is chosen to contrast with the surface that is being tested (white on black, black on white: chalk dust from a blackboard, graphite from the pencil sharpener).
4. Lightly apply the powder to the area that contains a fingerprint.
5. Blow away the excess powder and cover the area with a piece of transparent tape (SCOTCH TAPE).
6. Carefully lift the tape and attach to a clean card of the opposite color.

Remember powdering for fingerprints requires patience and excellent eyesight.

Have students classify their fingerprints into four main categories. It was Sir Francis Galton who developed a practical method of classifying prints. He separated them into basic types.

1. The loop pattern - ridges enter from one side, loop in the center and exit from the same side
2. The arch pattern - ridges flow across the finger with a rise in the center
3. The tented arch - similar to arch pattern but the rise is higher
4. The whorl pattern - ridges circle around a point

The basic patterns can be broken down further into smaller groups by the number of ridges between two fixed points, the ridge ends, ridge splits, islands and so on.

1) LOOP

2) PLAIN ARCH

3) TENTED ARCH

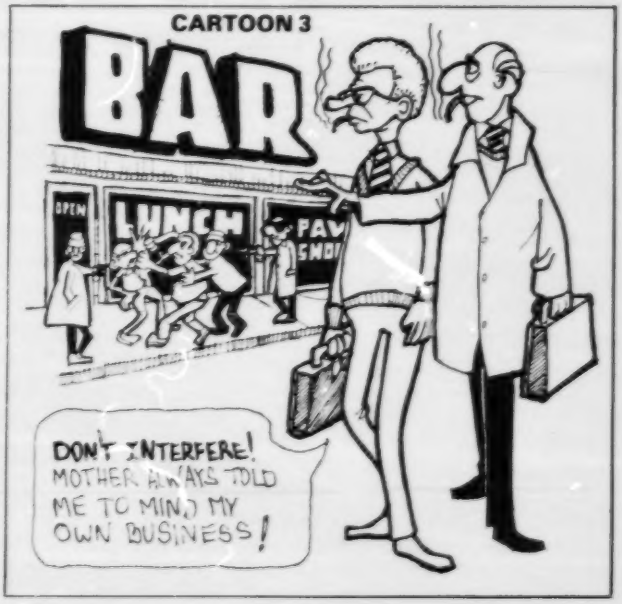
4) PLAIN WHORL

Man, We Need Changes

CARTOON 1

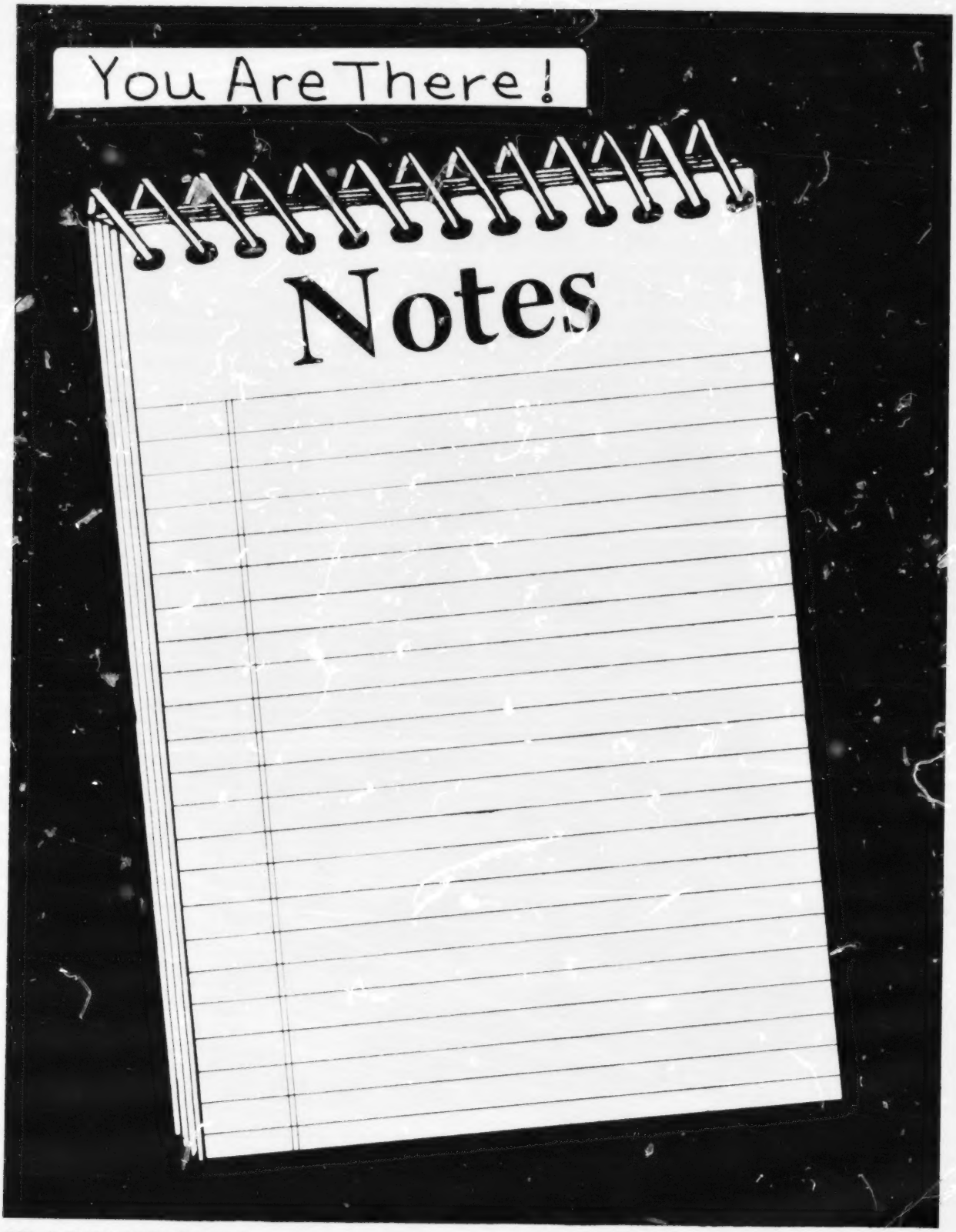
CARTOON 2

CARTOON 3

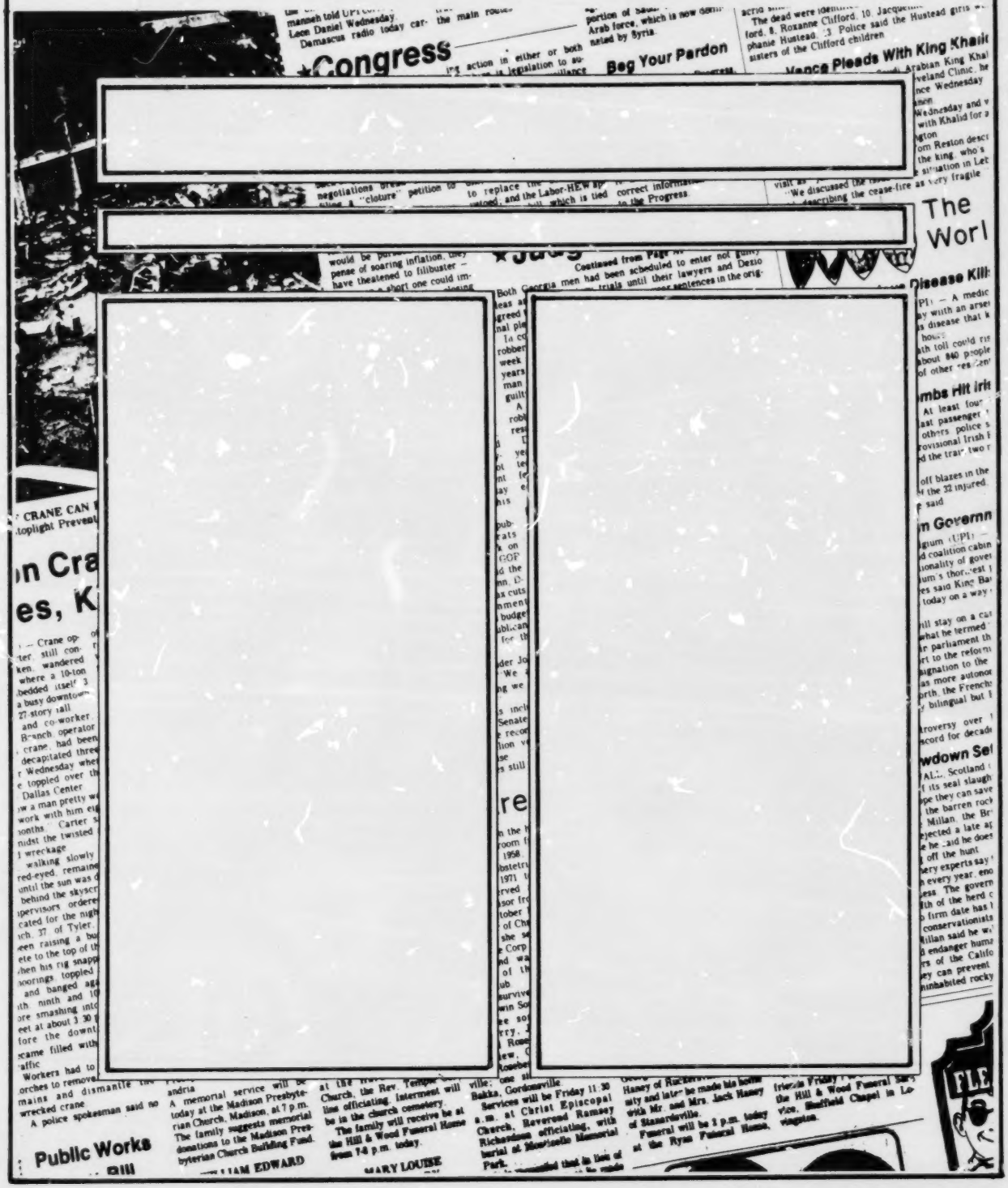


CARTOON 4

STUDENT WORKSHEET


You Are There!
Notes

You Are There!



No Two Alike

NAME

RIGHT				
THUMB	INDEX	MIDDLE	RING	PINKIE
LEFT				
THUMB	INDEX	MIDDLE	RING	PINKIE

NAME

RIGHT				
THUMB	INDEX	MIDDLE	RING	PINKIE
LEFT				
THUMB	INDEX	MIDDLE	RING	PINKIE

Follow-up Activities

THE TALE END
(STUDENT WORKSHEET Page 19)

The Tale End

I Mr. Jenkins looked out his window when he heard some noise outside. He saw three teenage boys trying to start his neighbor's car. Mr. Jenkins closed his blinds and sat back down with his newspaper. A few minutes later he heard the noise louder and right in front of his home. He went back to the window and saw the boys breaking into his car. Mr. Jenkins immediately called the police.

- If you were Mr. Jenkins, how would you have responded?
- If you were Mr. Jenkins' neighbor, how would you feel? Why?
- What do you think was Mr. Jenkins' responsibility to his neighbor?
- Should Mr. Jenkins have cared about his neighbor's car? Why? Why not?

II. The victim told the police:

There must have been over 200 people in the subway that evening. All of them, men and women, merely watched in terror or curiosity. It was like they were watching TV, a movie, or a hockey game.

"How could they? Why? Why didn't they do something? I can see their faces even now. I cried out for help, but they did nothing except stare.

On the next day the headlines in a local newspaper about this incident read, WOMAN SEVERELY BEATEN WHILE 200 WATCHED.

On the third day after the beating, the police officers investigating the crime could find no one willing to testify as to what happened. The police were both frustrated and disgusted. They knew for a fact that at least twenty-five of the people were at the scene of the crime. Three of the people even knew the victim.

- What does this story say to you?
- If you were the victim, how would you feel?
- Do you think something like this can happen in your neighborhood? Why? Why not?
- Why do you think the people refused to help or even to answer the police officers' questions?
- In cases like this, do you think people have a duty to help the police?

STUDENT WORKSHEET

Divide the class into groups and provide each group with a play-starter. After reading the worksheet, students should rewrite it in play form and complete the story including resolutions to the questions. Give students an opportunity to perform the plays.

Linda Riekes and S. Mahe, Youth Attitudes and Police, Law in Action Series (St. Paul: West Publishing Co., 1975) pp. 101-103.

SOMEHOW IT'S NOT THE SAME
(STUDENT WORKSHEET Page 20)

Somehow It's Not The Same

I am sitting at home one night. I hear a noise outside. After awhile I become curious, open the door, and go to see what it is.

1. Something hits my head, and I black out. I wake up in the hospital with a fractured skull. A policeman tells me that my home was vandalized and many things stolen. He says that the damage to my house has been estimated at $10,000.

2. I find my neighbor lying in his doorway with a bloody head. I see his home has been torn up. I know that if I report it, I will have to appear in court and lose time from my job. I cannot afford to lose any of my wages, so I go back inside and say nothing to anyone.

3. I find my neighbor lying in his doorway with a bloody head. I see his home has been torn up. I run back to my home and telephone the police.

1. If you were the victim in #1, what should you do?
2. If you were a neighbor who witnessed the crime in #2, what should you do?
3. If you were the neighbor in #2, how would you feel about yourself?
4. If you were the neighbor in #3, how would you feel about yourself?
5. If your house were burglarized while you were away, would you report it? If your neighbor's house were burglarized, would you report it? If your house were burglarized and your neighbor found out, would you want him to report it?

STUDENT WORKSHEET

As a homework assignment, provide each student with a worksheet and have them write the answers using complete sentences OR read the situations to the students and discuss what should be done in each case.

TO REPORT, OR NOT TO REPORT

Have two students debate one of the following issues or students may decide on one of their own. One student argues for reporting the situation while the other argues for not reporting. Each must defend his/her position.

- You find out your radio is missing from your locker.
- Three guys jump you and beat you up while walking to school.
- You see a friend's bike being stolen.
- You see a woman in a grocery store pushing a basket with a crying child inside. They are both wearing old, torn clothing. Several times the woman slips some food into a bag she is carrying.
- Your best friend walks out of a store with a sweater which she did not pay for under her coat.
- You see an elderly woman have her purse snatched and watch the thief run into a building.

RUMOR CLINIC

Ask students for four volunteers. Have three of them leave the room and tell them that they will be called back one at a time to be told what went on during their absence. Ask them not to eavesdrop and no one may take notes.

When they have left, tell the remainder of the class and one volunteer the following story: (DON'T REPEAT ANYTHING)

> On the morning of October 10, a black woman and a white man entered the Alexandria National Bank on the corner of King and Royal Streets in Old Town. Both were dressed in jeans and T-shirts, denim caps, sunglasses and the woman carried a big, black, leather shoulder bag. The man was about six feet, two inches tall. The woman had a big Afro. They walked into the bank and there were fifteen other people there. Eight were employees and seven were customers. They waited in a line at the middle teller's spot and after a little old lady made her deposit, the two stepped up to the window, drew their guns, told everyone to freeze, and told the teller to put all of the money into the woman's purse. When this was done, the two left the bank, walked down King Street towards the river, turned right onto Fairfax Street and disappeared. In about two minutes the police arrived at the bank and began to question all of the witnesses.

Now ask for the volunteer who stayed to repeat the story to the first person called back to the room. NOTE: Ask the class to observe what happens in the recalling of the story, but not to correct details or furnish ones left out until the activity is finished.

Now ask the person who just heard the story to repeat it to the next volunteer to come into the room. Then have that person repeat the story to the last one.

Then ask the whole class, or volunteers, to describe the bank robbers. (height, sex, color of hair, eyes, etc.) **Discuss what can happen to information that is passed on from one person to another and the importance of transmitting accurate information as a witness.**

DISCUSS:

Disparity of witness observation.

1. Witnesses may observe only partial actions or hear only certain words uttered in a crime situation due to their physical location at the time of the incident, obstacles or noise.
2. People perceive happenings differently.
3. People are inclined to evaluate situations according to past experiences.
4. Some persons become extremely emotional when witnessing a crime and may forget what they see or hear.
5. Some people are unable to express themselves adequately and may not be able to explain what they saw or heard.

You may want to role play a similar situation to see if actual observation of the incident makes it easier to recall.

JUST FOR PRACTICE
(STUDENT WORKSHEET Page 21-22)

Provide students with situations to read. Then have them put them aside and role play a telephone call to the local police station, giving all the necessary facts.

Just For Practice

Situation 1: Loss of Personal Property

NAME: Tommy Logan
TELEPHONE NUMBER: 286-9013
LOCATION: W & W Market, 10th Street
TYPE OF INCIDENT: 10-speed bike stolen
TIME: 7:45 PM
DESCRIPTION: Raleigh 10-speed, Red, Schimano gears, Rims: Rigida, Registered, with birthdate 7-20-64
VALUE: Approximately $110.00 plus $15.00 air pump-$125.00 Total.

Situation 2: Witness to a Crime

NAME: Debra Ann Jones
LOCATION: Downtown Mall, in front of Stacy's
TELEPHONE NUMBER: 293-7654
TYPE OF INCIDENT: Witness to a purse snatching against a senior citizen
VICTIM: Mrs. Viola Samson, Age 63
PHYSICAL CONDITION OF VICTIM: Knocked down, Shaken up, Fainting inside store
TIME: 4:15PM
DESCRIPTION OF SUSPECT: Male—white 15-16 years old, Approximately 5' 10" tall, Dark brown short hair, Wearing faded jeans, green plaid flannel shirt, tennis shoes
DESCRIPTION OF PURSE: Straw, short leather strap with leather flap and brass buckle
DESCRIPTION OF CONTENTS: Wallet with identification cards, $80.00 in cash, an uncashed social security check

STUDENT WORKSHEET

Situation 3: Victim of a Crime

NAME: Robby Potts
TELEPHONE NUMBER: 293-4510
LOCATION: Carver Recreation Center parking lot, Fourth Street
TYPE OF INCIDENT: Bodily assault
TIME: 8:00PM
DESCRIPTION OF SUSPECTS: Two black males, approx. 16-17 years old, both wearing jeans, tennis shoes, white T-shirts
DIRECTION IN WHICH SUSPECTS FLED: Down Fourth Street to Preston Ave.

Situation 4: Crime in Progress

NAME: Stewart Page
LOCATION: 1410 Carrsbrook Road
TELEPHONE NUMBER: 296-5130
TYPE OF INCIDENT: Presently witnessing a breaking and entering into a neighbor's car and suspects are in progress of disassembling a CB radio
ADDRESS OF NEIGHBOR'S HOME: 1412 Carrsbrook Road
TIME: 10:20 PM
TYPE OF WEAPON: Crowbar
DESCRIPTION OF CAR: Blue Mustang II

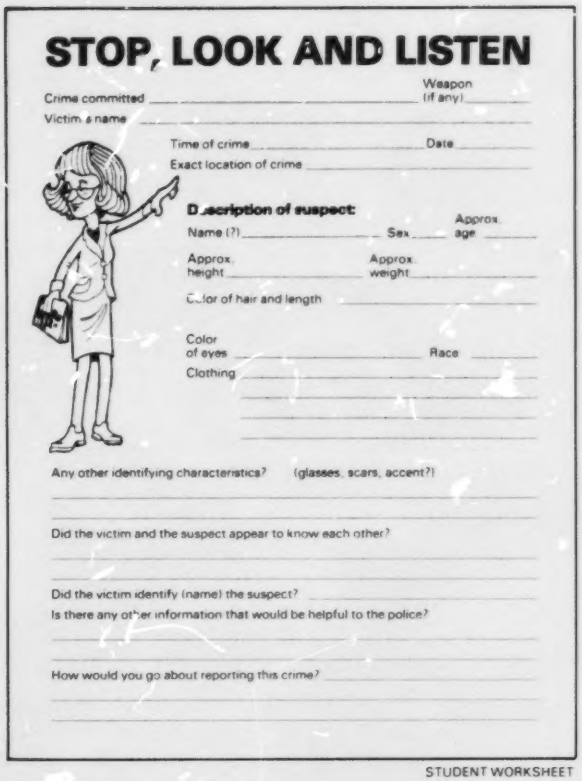
Situation 5: Victim of a Crime

NAME: Salley Valley
LOCATION: Rameda Inn, Seminole Trail
TELEPHONE NUMBER: 973-4621
TIME: 7:15 AM
TYPE OF INCIDENT: Theft of hubcaps
DESCRIPTION OF HUBCAPS: Chrome plated, spoke hubcaps off of a Datsun 280-Z
VALUE OF HUBCAPS: $32.00 each

STUDENT WORKSHEET

Teacher's Notes...

STOP, LOOK, AND LISTEN
(STUDENT WORKSHEET Page 23)



STOP, LOOK AND LISTEN

Crime committed _____ Weapon (if any) _____
Victim's name _____
Time of crime _____ Date _____
Exact location of crime _____

Description of suspect:
Name (?) _____ Sex ____ Approx. age ____
Approx. height _____ Approx. weight _____
Color of hair and length _____
Color of eyes _____ Race _____
Clothing _____

Any other identifying characteristics? (glasses, scars, accent?)

Did the victim and the suspect appear to know each other?

Did the victim identify (name) the suspect? _____
Is there any other information that would be helpful to the police?

How would you go about reporting this crime? _____

STUDENT WORKSHEET

Have someone help you enact this simulation — someone from a law enforcement agency, a school aide, or a parent.

At a given time, unknown to students, the helper will enter the classroom to simulate a crime. By pretending to be an inspector of A.V. objects, returning papers, etc. he/she will pick up the teacher's purse or other articles when leaving the classroom. **You will then inform the class that they have just witnessed a simulated crime.** (Ham it up to make it fun!)

The students are then given the worksheet and individually record their observations of the alleged crime, description of the thief, and their recollections of any exchange of words.

Selected students should be requested to inform the class of their recordings or make a class composite on the blackboard.

The class should be allowed an opportunity to discuss opposing perceptions of the incident and any differences in the description of the thief. Contrary opinions concerning the incident, statements made during the crime, and descriptions of the thief will demonstrate the need for factual information in reporting crimes.

The thief will be brought back into the classroom so the students will have an opportunity to evaluate their descriptions.

Selected students should be requested to explain how they would report the crime. Other students should be requested to discuss the facts that should be provided to the police in the investigation of the alleged crime.

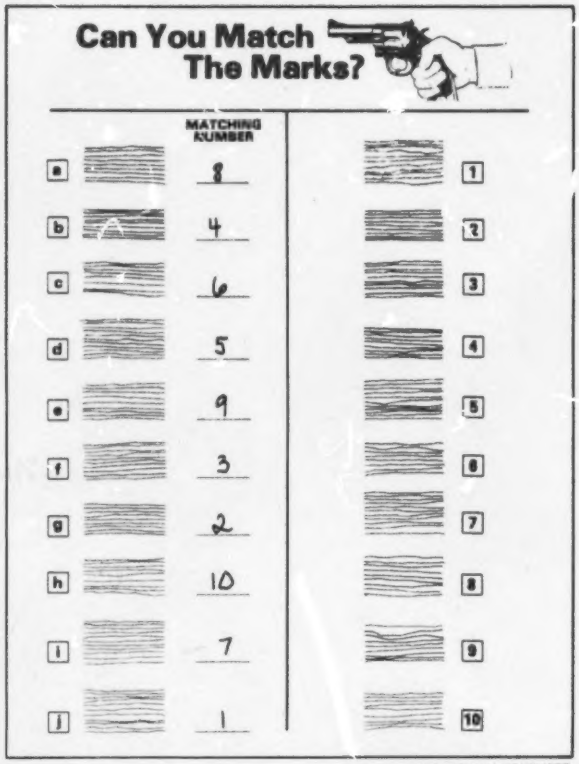
DISCUSS:

When making a description of a person, it is recommended that you systematically look for details in the following order: 1) name 2) sex 3) race 4) age 5) height 6) weight 7) hair 8) eyes 9) complexion 10) physical marks (scars, limp, etc.).

When describing the clothing, start at the head and move down the body, ending with the shoes.

When describing an automobile, remember to look for the following details: 1) color 2) license number 3) make of car 4) year of model 5) body style

CAN YOU MATCH THE MARKS?
(STUDENT WORKSHEET Page 24)



STUDENT WORKSHEET

Like fingerprints, no two bullets are alike unless fired from the same gun. There are small marks inside the barrel of every gun. These marks are made by the tools that make the gun. When a bullet is fired, it picks up these marks.

In the left-hand column on the worksheet are sample scratches to be matched with the continuation of the scratch in the right-hand column. Have students match a letter with a number on the line provided. If it would help, have students cut the page in half and lay one set of lines next to the other.

Obtain two fired bullets (the local law enforcement firing range or rifle club might help) and place them on the stage of a microscope. Slowly turn them until you find two scratches that match, or can see how they are different.

RESEARCH

Have students research and write a paper on the history of forensic work in the Law Enforcement system. Some suggested books are:

Berger, Melvin. *Scientists at Work: Police Lab.* New York: The John Day Company, 1976.

Blassingame, Wyatt. *Science Catches the Criminal.* New York: Dodd, Mead and Company, 1975.

Block, Eugene B. *Fingerprinting: Magic Weapon Against Crime.* New York, 1969.

Kind, Stuart and Overman, Michael. *Science Against Crime.* Garden City: Doubleday and Company, Inc., 1972.

Larrangs, Robert D. *Famous Crimefighters.* Minneapolis: Lerner Publications Company, 1970.

Millimaki, Robert H. *Fingerprint Detectives.* Philadelphia: J.B. Lippincott Company, 1973.

F.B.I. booklets can be obtained by writing the F.B.I., Washington, D.C. or you may contact your local F.B.I. agent.

The Tale End

I Mr. Jenkins looked out his window when he heard some noise outside. He saw three teenage boys trying to start his neighbor's car. Mr. Jenkins closed his blinds and sat back down with his newspaper. A few minutes later he heard the noise louder and right in front of his home. He went back to the window and saw the boys breaking into his car. Mr. Jenkins immediately called the police . . .

- **If you were Mr. Jenkins, how would you have responded?**
- **If you were Mr. Jenkins' neighbor, how would you feel? Why?**
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Somehow It's Not The Same

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. . . 1. Something hits my head, and I black out. I wake up in the hospital with a fractured skull. A policeman tells me that my home was vandalized and many things stolen. He says that the damage to my house has been estimated at $10,000.

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2. **If you were a neighbor who witnessed the crime in #2, what should you do?**

3. **If you were the neighbor in #2, how would you feel about yourself?**

4. **If you were the neighbor in #3, how would you feel about yourself?**

5. **If your house were burglarized while you were away, would you report it? If your neighbor's house were burglarized, would you report it? If your house were burglarized and your neighbor found out, would you want him to report it?**

STUDENT WORKSHEET

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NAME: Stewart Page
LOCATION: 1410 Carrsbrook Road
TELEPHONE NUMBER: 296-5130
TYPE OF INCIDENT: Presently witnessing a breaking and entering into a neighbor's car and suspects are in progress of disassembling a CB radio
ADDRESS OF NEIGHBOR'S HOME: 1412 Carrsbrook Road
TIME: 10:30 PM
TYPE OF WEAPON: Crowbar
DESCRIPTION OF CAR: Blue Mustang II

Situation 5: Victim of a Crime

NAME: Salley Valley
LOCATION: Ramada Inn, Seminole Trail
TELEPHONE NUMBER: 973-4621
TIME: 7:15 AM
TYPE OF INCIDENT: Theft of hubcaps
DESCRIPTION OF HUBCAPS: Chrome plated, spoke hubcaps off of a Datsun 280-Z
VALUE OF HUBCAPS: $32.00 each

STOP, LOOK AND LISTEN

Crime committed _____ Weapon (if any)_____

Victim's name _____

Time of crime_____ Date_____

Exact location of crime _____

Description of suspect:

Name (?)_____ Sex_____ Approx. age _____

Approx. height_____ Approx. weight_____

Color of hair and length _____

Color of eyes _____ Race _____

Clothing _____

_____

_____

_____

Any other identifying characteristics? (glasses, scars, accent?)

_____

_____

Did the victim and the suspect appear to know each other?

_____

_____

Did the victim identify (name) the suspect? _____

Is there any other information that would be helpful to the police?

_____

_____

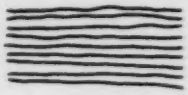
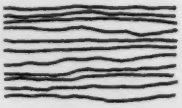
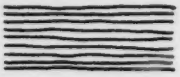
How would you go about reporting this crime? _____

_____

_____

STUDENT WORKSHEET

Can You Match The Marks?

		MATCHING NUMBER		
a		_____		1
b		_____		2
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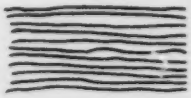
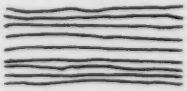
d		_____		4
e		_____		5
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STUDENT WORKSHEET

UNIT II

Society And You

PURPOSE:

Crime resistance, ultimately, is a combination of individuals and society working together to protect the safety of every citizen: 1) individual's responsibility to himself - protective measures to lessen vulnerability to victimization, 2) the individual's responsibility to society - working within the established system to insure an orderly structure (laws, authority, justice systems, etc.). Individuals must work within the structure and demand orderly change when it does not protect the rights of all citizens.

In this unit, students examine the juvenile justice system as a special court system created to protect minors and their rights. Attention is drawn to "unwritten rights" or the rights of the victim and law abiding citizens. If these rights are ignored, there is the threat of ever increasing controls or even a police state.

Students should be challenged to take an active role in assuring that the democratic process works to protect the rights of ALL citizens and thus reduces CRIME.

OBJECTIVES:

- The student will learn to match vocabulary and definitions for the juvenile justice system.
- The student will learn to identify examples of "unwritten rights."

RECOMMENDED ACTIVITY

If It's Happening, Baby, It's Happening To You
- -A Long Day In The Frightful Life..(case study)
- -Man, We Need Changes (political cartoons)*
- -You Are There! (note taking, writing a newspaper article)*
- -No Two Alike (fingerprinting)*

FOLLOW-UP ACTIVITIES

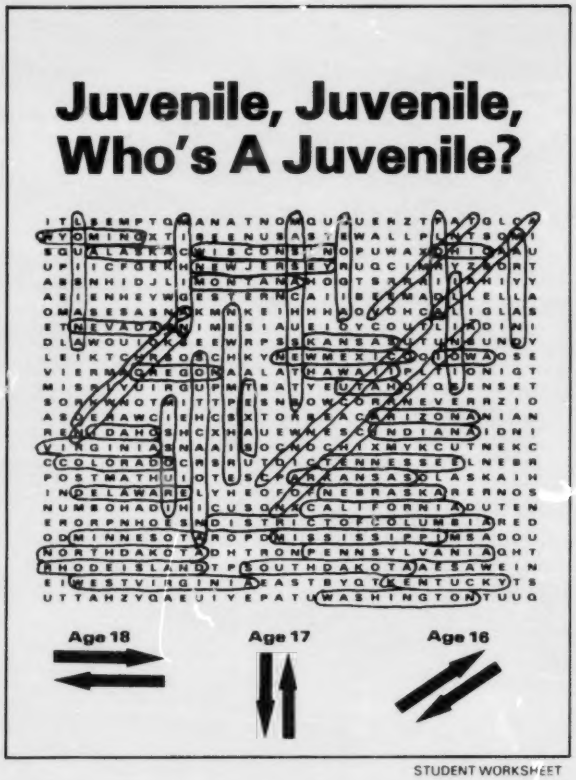
The Tale End (play Starters)*
Somehow It's Not The Same (decision making)*
To Report, Or Not To Report (debate)
Rumor Clinic (listening, observing)
Just For Practice (role Playing)*
Stop, Look And Listen (chart)*
Can You Match The Marks? (identification)*
Research

*STUDENT WORKSHEET Provided

Recommended Activity

The Dawning Of The Age Of Responsibility

JUVENILE, JUVENILE, WHO IS A JUVENILE?
(STUDENT WORKSHEET Page 35)



JUVENILE: A young person below a certain age, that age being determined by individual states.

To find the age below which one is considered a juvenile in each state, complete the worksheet. Find the hidden names of all 50 states and the District of Columbia in the anagram. One is considered a juvenile until:

a) 18 years of age in the states listed horizontally
b) 17 years of age in the states listed vertically
c) 16 years of age in the states listed diagonally

Answer key:

Alabama 16
Alaska 18
Arizona 18
Arkansas 18
California 18
Colorado 18
Connecticut 16
Delaware 18
District of Columbia 18
Florida 17
Georgia 17
Hawaii 18
Idaho 18
Illinois 17
Indiana 18
Iowa 18
Kansas 18
Kentucky 18
Louisiana 17
Maine 17
Maryland 17
Massachusetts 17
Michigan 17
Minnesota 18
Mississippi 18
Missouri 17
Montana 18
Nebraska 18
Nevada 18
New Hampshire 17
New Jersey 18
New Mexico 18
New York 16
North Carolina 16
North Dakota 18
Ohio 18
Oklahoma 16
Oregon 18
Pennsylvania 18
Rhode Island 18
South Carolina 17
South Dakota 18
Tennessee 18
Texas 17
Utah 18
Vermont 16
Virginia 18
Washington 18
West Virginia 18
Wisconsin 18
Wyoming 18

Introduce the juvenile justice system by using the following inquiry question and information.

SHOULD JUVENILES WHO COMMIT CRIME BE TREATED JUST AS IF THEY WERE ADULTS WHO COMMIT CRIME? (open ended)

Before 1899, there were no juvenile courts in this country. Young offenders were tried in adult courts. They were sent to adult prisons, where they often learned how to commit more serious crimes because of the influence of adult offenders.

If the year had been 1875, a person charged with breaking and entering with intent to steal might have gone to jail. In those days, a small child could be jailed for stealing a loaf of bread.

The first juvenile court was set up in Chicago in 1899. The purpose was to treat young offenders as children who need help (rehabilitative), not as criminals who need punishment (punitive).

CRACK THE CODE
(STUDENT WORKSHEET Page 36)

Provide students with the worksheet and give them time to work out the code. Stress the importance of the vocabulary.

Crack The Code

a = ★ b = ✓ c = ✗	d = ° e = © f = □	g = • h = % i = ☆	j = ¶ k = ■ l = ◄	m = + n = – o = ±	p = ÷ q = † r = $	s = $ t = ● u = °	v = & w = $ x = /	y = ° z = |

a special term sometimes used to denote that a juvenile has been found guilty true	the initial interview and screening of a youth referred to the juvenile court made by an intake officer intake	restoring or repaying a person for loss, damage or injury one caused restitution
a court that has special jurisdiction over juveniles Juvenile Court	a written request for a court hearing petition	the care and keeping of anything by a person or authority custody
the term used when a juvenile is arrested apprehension	the term given to a juvenile fact-finding hearing adjudicatory hearing	the act of keeping a person in custody detention
a youth who has committed an act or offense that would be a crime if committed by an adult Juvenile delinquent	local supervision of an offender in place of commitment to an institution probation	sentencing in juvenile court disposition

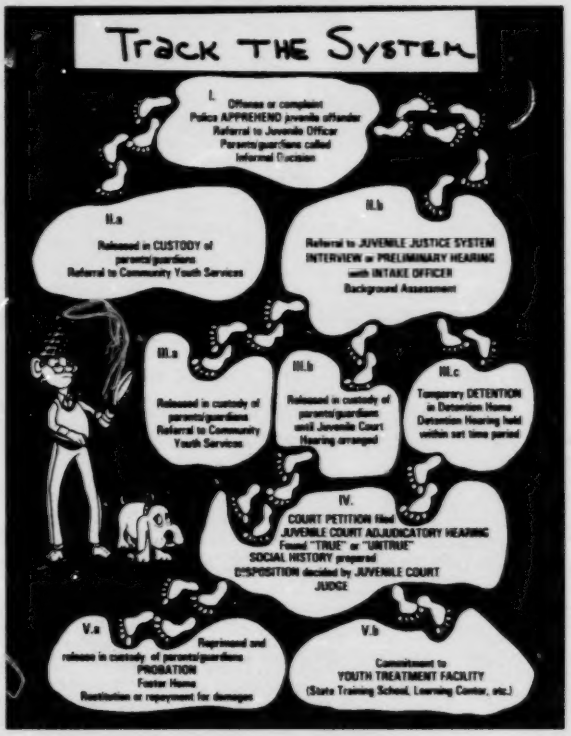
Consider testing the vocabulary by using a suggested activity from the Follow-Up section.

Vocabulary could be the spelling list for the week; it can also be alphabetized. Students could be directed to find the parts of speech or write a sentence using each word.

TRACK THE SYSTEM
(STUDENT WORKSHEET Page 37-42)

This activity consists of a chart of the juvenile justice system and four case studies which the students "track" through the system.

Provide students with...



the chart could be placed on a transparency to be used on an overhead projector.

Have the students trace the footsteps through the juvenile justice system using the following information to clarify each step. The Roman Numerals on the chart match the Roman Numerals below for easy reference purposes. In each step of the chart there is an option to conclude the case at that particular level (small "a") or to take it on the next level (small "b").

The Police Juvenile Bureau (I)

The police enter a case initially based on a *complaint* about a youth. Usually an injured person, storekeeper, neighbors, parents or the police themselves make the complaint. A social agency or the schools may also originate it.

In response to a complaint the police will dispatch an investigating officer to find out what has happened and to talk with the youth about the complaint that has been made. The investigating officer concludes many cases at this early point because the complaints are unjustified or the problem is not the kind requiring police-juvenile court action. In these instances, he may file a report that simply indicates a youth contact and will not start a formal case.

When an investigating officer decides that a case requires further attention, the youth will be *apprehended,* taken to the police station and referred to the juvenile officer.

DISCUSS:

WHAT TO DO IF *YOU* ARE APPREHENDED

1. Don't struggle with the police.
2. Give your name, address, and phone number to the police. Other than this, KEEP QUIET. Do not discuss anything with anyone but your parents and then, if necessary, a lawyer. Do not sign any statements about your case.
3. You have the right to the Miranda Warning. Notice carefully what is done, but *do not* resist. If any personal property is taken from you, ask for a written receipt (which you may have to sign).
4. As a juvenile you are allowed to phone your parents or guardian. Tell then where you are and what the problem is.

The juvenile officer will interview the youth in his office at the police station. He will call the youth's parents or guardian and ask them to come to the station.

(II a)

At this point the juvenile officer will make some initial decisions on the case. He can informally handle the case by releasing him in the custody of his parents and/or referral to community youth services. When the police juvenile officer decides a case needs to be taken to the juvenile justice system, he will send it to the juvenile court intake officer.

The Intake Interview or Preliminary Hearing (II b)

The intake officer will arrange an interview appointment with the youth, the parents and the complainant. The purpose of the intake interview is to decide whether the youth is involved in a problem that requires a hearing before the juvenile court. As with the entire juvenile justice process, the primary concern of the intake office is to provide treatment services when needed, not to find guilt and administer punishment. (In rural areas, where an intake officer is not available twenty-four hours a day, a magistrate may issue a warrant.)

Intake officers prefer to provide help without sending a case to court. They maintain a close working relationship with the schools, community social agencies, and health clinics. Whenever practical, they will make an informal referral of a youth to a community-based treatment program rather than presenting the case to the court. Drawing upon background information about the youth that is available from community agencies, as well as family, friends, and employers, the intake officer will make his recommendations. The youth, however, can demand a court hearing if he disagrees with the recommendation.

An informal referral for treatment requires the voluntary consent of the youth and his family. If the youth does not agree — either with the need for help or with the plan of help — the intake officer cannot legally order the youth to accept the recommended plan. Only the court has this legal authority. Hence, if a youth does not admit his involvement, the intake officer must refer the case to court.

So the intake officer can decide to:

- release the youth in custody of parents, (III a)
- release the youth in custody of parents until hearing arrangements are made (III b)
- or, *detain* the youth while the case is pending, (III c)

If he decides a youth should be detained, the juvenile court will review the decision. Usually within twenty-four hours the court will hold a *detention hearing.* The court will not hear evidence on the case itself, but only on whether detention is necessary while waiting for the main hearing.

The Petition Decision

If the intake officer does not conclude the case by informal referral to a community agency, he will consider the need to *petition the court* to hear the case. He will base this decision on an evaluation of whether: (1) the facts appear to show that the youth has been involved in harmful delinquent activity (establish probable cause) (2) informal referral to community treatment resources is not feasible, and (3) protective, supervisory, or treatment services are available only through court authorization are needed.

The Court Adjudicatory Hearing (IV)

By filing the petition, the intake officer will send the case to the juvenile court. The court will hold an *adjudicatory hearing* (fact-finding hearing) which is the equivalent of an adult trial. If the evidence proves that the youth was involved in the alleged, delinquent behavior the court will "adjudicate" him a delinquent or find him "true." Only by such a finding can the court take formal authority over the youth and order him into treatment services.

Adjudicating a youth a delinquent is not the same as finding an adult guilty of a crime. The youth is not given a criminal record. However, a record is kept for court files listing the number of arrests. Often agencies have the ability to check records—agencies like the police, government departments and general district and circuit courts. The youth does not lose any of his civil rights (such as the right to vote and hold office), and he is not legally barred from any employment or professional practice. The main purpose of the adjudication is to permit the court to protect the community and the youth himself by ordering supervision, commitment, or treatment.

Juvenile Court Procedures

The physical appearance of the juvenile courtroom is less formal than adult court. While hearings are held in a courtroom, the judge may sit behind a desk instead of a high bench. The judge may choose not to wear a judicial robe. These changes in appearance are meant to lessen a youth's fear of the law and to instill an atmosphere that the court staff is friendly, human, and there to help. There is no jury.

The trial procedures are also less formal than those in adult court. The judge frequently conducts questioning of witnesses instead of a prosecutor, but the youth is entitled to have an attorney if he so desires. The judge may ask the youth some questions, usually in a very informal manner and tone, including whether he admits his involvement in the alleged conduct. The judge may not ask the intake officer for information about the facts of the case or the youth's background. The information exchanged between the youth and the intake officer is held to be confidential. Therefore, youths are encouraged to tell all the facts to the intake officer as he is working in their behalf. However, the judge may ask the intake officer for recommendations concerning a desired outcome. The parents are usually present, and the public at large is generally permitted to observe a juvenile hearing. In certain cases to avoid undue publicity, embarrassment and social stigma for the youth, a private hearing is held in the judge's chambers.

Disposition

Following adjudication, the juvenile court must decide what treatment will be provided. Often *dispostion* is decided at the same time as adjudication. However, a separate hearing may be held. The court may request the probation staff to prepare additional information about the youth and to make a disposition recommendation. A disposition hearing will be held after the social history is prepared.

The judge has very broad legal discretion in making this decision, in order that he may choose what will be particularly suited to the needs of each individual case. A growing emphasis is to place more reliance on community-based treatment programs and less on institutional commitment. The juvenile court does not have authority to send a youth to an adult jail or penitentiary. In very serious cases involving an older youth, the case may be transfered to adult court where the youth will be tried and sentenced as an adult offender.

Disposition Alternatives

Reprimand and Release to Parents (V a)

Even though the incident is serious enough to warrant petitioning the court, still, it may be a situation best dealt with by the family. Hence, the judge may release the youth to the custody and supervision of his parents.

Probation

This is the most commonly used alternative ordered by the court because it provides the greatest flexibility for treatment. The judge may permit the youth to live at home while placing him under the supervision of a probation officer. He may, in addition, attach conditions concerning school attendance, medical and mental health treatment, social associations, and curfew hours. Moreover, the judge may require the parents to accept counseling and other expert aid as a condition of the probation.

Social Agencies

The court, itself, is not staffed to provide disposition treatment services, but refers youths to community social agencies to provide them.

Foster Home Placement

The judge may find it necessary to remove the youth from his parents. If one or both parents are unknown or cannot provide a suitable home, the judge may need to provide a foster home substitute.

Restitution

Juvenile courts may require restitution and monetary penalties for damages done. In some instances, repayment may be required from the parents as well as the youth.

Institutional Commitment (V b)

In those cases where protection as well as supervision is necessary, the youth may be placed in a learning center, hospital, or other youth treatment facility. These commitments are not permanent. The intention is to work with the youth in the special institutional environment and prepare him to return to his normal community and home. Aftercare (parole) is a method of supervising a youth when he leaves the institution, as ordered by the State Board of Corrections.

Adapted: Saul W. Baernstein, Mary D. Cohen and Deborah James, *Teenagers' Rights and Responsibilities* (Silver Springs: Educational Facility Press — IBR, 1972), pp. 22-27.

Provide the students with the Case Studies, one at a time. As they read the case study, have them follow each juvenile through the juvenile justice system using the "Track The System" chart. The "tracking" could be done by coloring the footprints on the chart a different color for each case study or devising a different code or symbol for each one.

Beginning with Case Study 1 and progressing to Case Study 4, the offenses committed by the juvenile become more serious, and therefore require more of the formal steps of the juvenile system.

ANSWERS:
Case Study 1 — I, II.a.
Case Study 2 — I, II.b, III.a.
Case Study 3 — I, II.b, III.b, IV, V.a.
Case Study 4 — I, II.b, III.c, IV, V.b.

Track The System

CASE STUDY 1.

Sally had gone shopping with several of her friends. They weren't looking for anything special but just decided to browse around. Her friends started telling her of other times when they had been shopping and had picked up small items and taken them from the store. They wanted to try it again. Sally hesitated — she had never shoplifted before but she didn't want her friends to think that she was afraid. She watched them as they slipped things into their purses — they looked at her — waiting... Suddenly she found herself picking up one item after another, looking around to see if anyone was watching, and then carefully slipping them into her pocket. Time to leave...they passed by the cashier smiling and friendly. Then an arm touched her shoulder; a man said that he was the security guard for the store and that they would have to come with him. This store had a strict policy against shoplifting — they would have to go to the police station.

The police were called and Sally and her friends were **apprehended** and taken to the police station. They were referred to the **juvenile officer** and he called their parents. Sally learned that her friends had been caught shoplifting once before. Because this was her first offense, Sally was reprimanded by the juvenile officer and warned of the seriousness of her offense but it was decided that she would be released into the **custody** of her parents. Her two friends were also released into their parents' custody but they and their parents were required to attend a counseling session on shoplifting.

STUDENT WORKSHEET

CASE STUDY 2.

It was a hot muggy summer evening. John was hanging around his house with nothing to do. His friend Pete came by and they walked down to the corner to get a coke. On the way back they passed by Mr. and Mrs. Jones' house. Their lawn was uncut and there were newspapers all over the front porch. The boys decided that the Joneses must be away on vacation. They felt like a little excitement. John had never liked Mr. Jones anyway - he was always yelling at John for leaving his skateboard out on the street. They went around to the back of the house and tried the doors — all locked. But then they saw a window slightly raised. Wouldn't it be fun to just sneak in and take a look around? They pushed up the window and crawled in — suddenly an alarm started ringing and before they could get out, a police car was coming up the street.

John and Pete were **apprehended** by the police and taken to the police station. There they were referred to the **juvenile officer** and their parents were contacted. They had both been seen once before in the police station for some minor vandalism so the juvenile officer decided that their cases should be referred to the **Juvenile Justice System**. The juvenile court **intake officer** was contacted and came to the police station. He talked with the boys and decided that they did not have to be **detained**, and could therefore be **released** into the **custody** of their parents. They were to report to him the following day at 3:00 in the afternoon for an **interview**, which is like a preliminary hearing.

The next day the boys had their interview and information was gathered about their backgrounds. The intake officer decided that although they had committed breaking and entering they did not have malicious intent and would probably benefit from counseling. He did not refer them to juvenile court but dismissed the case, and referred them to specific counseling services.

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CASE STUDY 3.

Jerome was 14 years old and in 8th grade for the second year. He had a difficult time in school and an even more difficult time at home. Both his parents worked nights and when they were home they were usually fighting. He had been in trouble before and several times had been picked up by the police for minor infractions. Now the school was really getting on him and he might fail again. Nobody seemed to understand. He felt angry – at his parents, at the school, at everybody.

He was wandering around aimlessly one night and found himself in front of his school building. How he hated that place – all it meant was frustration and pain. He saw a brick by the sidewalk. He picked it up and before he knew it had hurled it at the big plate glass window on the front of the school. The glass shattered and the noise resounded in the night air. He reached for another rock and hurled it and then another and another. Maybe this would show them how he felt. Suddenly he got scared and ran but not soon enough. The police had been notified of the noise and soon caught up with him.

Jerome was **apprehended** by the police and taken to the police station where he was referred to the **juvenile officer**. His parents were called but they were at work and too busy to come down to the station. Jerome suggested they contact his favorite uncle and he came to speak for Jerome. The juvenile officer referred Jerome to the Juvenile Justice System and the **intake officer** was called. Jerome was released in the custody of his uncle with instructions to report to the intake officer for a preliminary hearing or **interview**.

In his interview with the intake officer, Jerome was very defiant and angry. He had been beaten by his father for being in trouble again and he felt suspicious of all adults who pretended to help him. He refused to cooperate. The intake officer did some research on Jerome's background and decided that Jerome needed more help than he could give him. A **court petition** to **Juvenile Court** was filed. The court held an **adjudicatory** (fact-finding) **hearing** which heard all the evidence on the **delinquent** act that Jerome had committed. The juvenile court **judge** found him **true** (guilty) of the offense and he was released in the custody of his uncle until a social history could be prepared to help decide what rehabilitative treatment he should receive. A **disposition hearing** was held and the judge decided that Jerome would benefit from being placed in a **foster home** where he would receive the care and attention that he needed.

STUDENT WORKSHEET

CASE STUDY 4.

Johnny, age 16, has been trouble many times before. Last year he was charged with assault, found **true** in a Juvenile Court and placed on **probation**.

Johnny just can't seem to stay out of trouble. He has grown up in a world of crime and violence and he has accepted it as his way of life. His main concern has been not to get caught. Now Johnny is involved in a gang that steals from expensive homes and gives the items to a "fence" to be sold in the black market.

He found a house that appeared to be empty and deftly worked the lock until it opened. Inside, in just a few minutes he gathered together a TV, stereo and a camera – quickly ran out to the car waiting in the driveway – backed it into the street. He had made it – now just to get rid of the stuff to his contact and he would be home free. He drove up to the "fence's" house and pulled into the driveway. Another car drove in behind him – a police car – the place had been staked out – he was cornered.

Johnny struggled as he was **apprehended** by the police – if he could only get away! But he was subdued and taken to the police station.

He was referred to the **juvenile officer** and his parents were called. They expressed great concern over Johnny but felt they had no control over him. The **intake officer** was called and he decided that Johnny posed a danger to the community if allowed to remain free. He was **detained** temporarily overnight and a **detention hearing** was scheduled for the next day. The hearing would decide whether to assign him to a **detention home** until his case could be taken to court.

Johnny was brought to the intake office for an **interview** or **preliminary hearing** where they reviewed his background. A **court petition** was filed and an **adjudicatory hearing** held.

The judge felt the evidence warranted transferring Johnny to the adult justice system but he decided to give Johnny one more chance for rehabilitation within the juvenile system. He was found **true** of the charges and kept in the detention home until the **disposition hearing**. At this time he was sent to a state youth treatment facility (learning center or training school) to try one more time to prepare him to live in society.

STUDENT WORKSHEET

THE TAKE-OVER
(STUDENT WORKSHEET Page 43-45)

DISCUSS:

WHY WAS THE JUVENILE JUSTICE SYSTEM ESTABLISHED?

The establishment of the juvenile justice system was designed to protect (the **rights** of) juveniles. Special rights for juveniles have emerged from the system and are written into our Constitution and our laws.

DO WE HAVE OTHER RIGHTS THAT HAVE NOT BEEN CONSIDERED? FOR INSTANCE, DOES THE VICTIM HAVE ANY RIGHTS?

Beyond our written rights there are others that are more subtle – these can be thought of as **unwritten rights** or rights not to be victimized. They would include:

- right not to be assaulted
- right not to be murdered
- right not to have one's property destroyed or stolen
- right to be treated fairly, no discrimination due to sex, race, age or previous experience

List unwritten rights on the blackboard and add others that the students suggest.

WHAT MIGHT HAPPEN IF OUR RIGHTS ARE IGNORED?

With the rapidly growing crime problem in the United States, it is important that citizens **demand** to have both their written and unwritten rights recognized and attended to. Otherwise we face the possibility of a police state where the citizens have no voice.

WHAT IS A POLICE STATE?

A police state exists when individual rights have been destroyed and the government controls behavior and thought through the use of force.

Before providing students with the play, make sure they are familiar with the following vocabulary words.

VOCABULARY

accomplished — done well, achieved
compelled — made to
congratulate — express pleasure on account of success or good luck
deprive — take away from
disloyalty — not being faithful
due process — doing things according to set rules of fairness
endowed — given, provided
ex post facto — after the fact
grand jury — a group of citizens (usually twenty-three) who decide if a crime has taken place. If a majority decide there has been a crime, they vote an indictment (an official charge) against the accused
guarantee — a promise that can be enforced
inferior — not as good as someone or something else
Legal Aid Society — an organization that gives legal help to the poor
miserable — very unhappy
petition — a request
police state — a dictatorship where all power resides in the hands of one person or a very few people
public trials — open to everybody
represent — take the part of, act as lawyer for
self-evident — clear (evident) without proof or reasoning
suspect — a person not yet formally accused of a crime but who might have committed it
unalienable rights — rights that can not be given up or taken away except by due process of law

The Take-Over

CHARACTERS
OFFICER, MARY, TEACHER, PRIVATE, ROGER, LINDA, JOHN, SARAH, CARLOS, JACK
TIME: THE FUTURE

TEACHER: Students, I have shocking news. During the night the Enemy dropped The Bomb on Washington. They have taken over our government. Before long they will be here. (There is a loud knock at the door. An Enemy Officer and Private enter. The Private carries an automatic rifle.)

OFFICER: Long live The Big Boss! (At the mention of "The Big Boss," the Officer and Private bow deeply and say "Baa, baa." This is done each time the words "The Big Boss" are used.) Students, you are now liberated!

JOHN: What do you mean — liberated?

OFFICER: You are free.

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JOHN: You mean we can do anything we want to?

OFFICER: Anything you want to — if it serves The Big Boss.

JOHN: You say I can do anything I want to — ... I don't like that "if".

OFFICER (to Private): Arrest that troublemaker! (John is taken to a corner of the room which serves as a "jail." The Private stands guard nearby.) And now, students, I have a big announcement. Starting tomorrow, we will begin each school day with a special service.

CARLOS: What kind of special service?

OFFICER: A special service honoring The Great Sheep.

CARLOS: Why should we honor The Great Sheep when we don't even know what it is?

OFFICER: Because it is the command of The Big Boss. Baa! Baa!

CARLOS: But that's not fair. You're taking away our rights.

OFFICER: Nonsense. All rights taken away from the people are kept for them by the government.

CARLOS (to the other students): I think we'd better have a meeting after school and decide what to do about this.

OFFICER: You can't. No more meetings can be held — except those that serve the government. (He looks at his watch.) You now have a chance to show your loyalty. At this time each day we will give a gift to The Big Boss.

MARY: Why should we give him a gift?

OFFICER: This is a sign of your loyalty to The Big Boss. There will be no more taxes. Your gifts will take their place. (He holds out his hand.) You will come forward and place your money in my hand. (To Mary.) You, young lady, will have the honor to be first.

MARY: How much money?

OFFICER: All you have.

MARY: I won't give my money to you.

OFFICER: You will give your money! (He signals to the Private who points his rifle at Mary and walks toward her.) Won't you? (The Officer pretends to take all the money from Mary's purse.) We will collect the rest of your gifts when the class ends.

ROGER: You won't get m ne!

SARAH: Sounds like a racket to me!

OFFICER: I see signs of disloyalty among you. Too bad. It is clear that we must purify your minds.

ROGER: Do what?

OFFICER: Make your thoughts pure. (He holds up a copy of the Declaration of Independence.) We are going to wash your brains free of such foolish dreams as this. All of you will repeat the following words after me: "We hold these truths to be self-evident, that all men are not created equal, that they are not endowed by their Creator with certain unalienable rights..." (Three students are put in "jail" by the Private for not repeating the words.)

OFFICER: And now, my dear students — (Someone — not Roger — throws an eraser at him.) Who threw that? (No one answers.) One of you has committed a crime against the government. You have assaulted an officer of the government! This now becomes an official question: WHO THREW THAT ERASER? (To Roger.) Did you throw it?

ROGER: I refuse to answer. The Fifth Amendment —

OFFICER: That means you are guilty. No innocent man would refuse to answer. (To Private.) Arrest him. And make him stand on one foot as an example to anyone else who might want to plead that foolish amendment.

SARAH: What's going to happen to the people you've arrested?

OFFICER: They will be given a fair trial — in secret. Public trials are unfair to the government.

SARAH: But what are they charged with? What crime have they committed?

OFFICER: We will let them know after we try them.

SARAH: Will they be able to call witnesses? I'd like to be a witness.

OFFICER: The only witnesses will be the loyal servants of The Big Boss.

JACK: But the people you've put in jail haven't broken any law.

OFFICER: That does not matter. If we can't find a law they've broken, we'll pass one.
JACK: Will there be a jury?
OFFICER: Juries are stupid and wasteful. That's why I will try them and find them guilty.
JACK: You mean they can't be found innocent.
OFFICER: Of course not. They would not have been arrested if they weren't guilty. Now – a very important question: Do any of you have a book with the so-called Bill of Rights in it? (There is no answer. The Officer signals to the Private.) Search them. (The Private searches Jack's desk and finds the book. Jack is put in "jail." The Private hands the Officer the book.) This will be burned. All books with disloyal ideas will be burned.
TEACHER: That's an awful thing to do!
OFFICER: (to Private): Teach the teacher a lesson. (Private pretends to club Teacher and then takes her to "jail.") Very good. And now, students, the time has come for you to elect a Little Boss for this class.
LINDA: You mean we are going to get to vote for our leaders. You believe in free elections!
OFFICER: Of course – provided you elect the right people. And everyone can vote – except those with blue eyes.
LINDA: Blue eyes? Why can't people with blue eyes vote?
OFFICER: Very simple. Our scientists have learned that people with blue eyes come from a lower order of life. They are inferior. They are enemies of the state and (pausing) they will be taken care of. Right now! (He signals to the Private, and they go from student to student looking at their eyes. All those with blue eyes are lined up against the blackboard.) You notice that we did not put these blue-eyed beasts in jail. There is a reason for that.
LINDA: What do you mean?
OFFICER: We want to save the government time and money. We have a better way than jail to deal with them. (He gives a sign to the Private. The Private shoots all blue-eyed students. They "die" silently.) Now, dear students, are there any questions? (No one speaks.) Good! You have all learned your lesson well. (He and the Private go to the door, then turn and face the class.) Long live The Big Boss!

STUDENT WORKSHEET

William Goodykoontz (ed.) *Law: You, the Police and Justice* (New York: Scholastic Book Services, 1970), pp. 114-122.

DISCUSS:

IS IT POSSIBLE FOR US TO HAVE A POLICE STATE IN THE UNITED STATES?

In a democracy such as exists in the United States, citizens have certain rights that are guaranteed by the Constitution. Along with these rights are responsibilities that citizens have to meet in order to keep their rights. As people begin to shirk responsibilities, the government has to assume this responsibility by passing more laws and placing more restrictions on citizens. As these laws and restrictions are made, citizens have fewer and fewer rights. As the process continues more and more rights are eroded.

ARE WE BEGINNING TO SEE SIGNS OF A POLICE STATE IN OUR SOCIETY?

Yes. A police state is more likely to come about where there is more criminal activity. As crime continues to rise, more and more laws and rules are applied in an attempt to stop crime such as:

- surveillance in stores
- checking before boarding planes
- security officers in business, homes

WHAT CAN WE DO TO PREVENT THIS FROM HAPPENING?

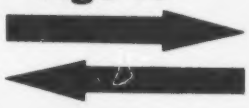
Many knowledgeable people believe crime will continue to increase unless citizens meet their responsibilities better by:

1. reporting crime
2. testifying in court
3. working with neighbors to protect homes and neighborhoods
4. cooperating with police
5. insisting that laws are made and applied fairly
6. insisting that those found guilty of a crime pay a fair, but firm penalty
7. working for change within the democratic process when the system does not reflect the needs and rights of all citizens
   - do we need laws to protect the rights of victims?
   - do we need to change some laws that give too much protection to the criminal?

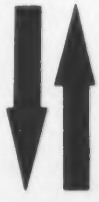
Juvenile, Juvenile, Who's A Juvenile?

I T L S E M P T Q M A N A T N O M Q U G U E R Z T F A T G L C A
W Y O M I N G X T I B E E N U S A S T E W A L L P L N T S O M I
S Q U A L A S K A C W I S C O N S I N O P U W A X O H I O A A U
U P I I C F G E K H N E W J E R S E Y R U Q C I M R Y Z B O R T
A B S N H I D J L I M O N T A N A H O G S R R R I I A H I Y Y
A E I E N H E Y W G E S T E R N C A I I B E E M A D L L E L L A
O M A S E S A S N A K M N K E I H H H A O V O H C A L I G L A S
E T N E V A D A M N I M E S I A U E I O Y C O U T L I A D I N I
D L A W O U I O K S E E W R P S S K A N S A S U T U N B U N D Y
L E I K T C H R S O S C H K Y N E W M E X I C O O I O W A O S E
V I E R M A O R E G O N A A L A T H A W A I I P L T I O N I G T
M I S P L Y U I R G U P M T B A T Y E U T A H O T Q S E N S E T
S O R K W N O T M I T T P E S N S O W C O R R N E V E R R Z I O
A S O E R A W C I E H C S X T O R B E A C A R I Z O N A N I A N
R E N I D A H O S H C X H A U E W N E S C I N D I A N A I D N I
V I R G I N I A S N A A I S O C N O C H I X M Y K C U T N E K C
C C O L O R A D O C R S R U T O I C T E N N E S S E E L N E B R
P O S T M A T H U I O T E S C P A R K A N S A S O L A S K A I H
I N D E L A W A R E L Y H E O F O F N E B R A S K A R E R N O S
N U M B O H A D I H I C U S O N X C A L I F O R N I A D U T E N
E R O R P N H O E S N D I S T R I C T O F C O L U M B I A R E D
O D M I N N E S O T A R O P D M I S S I S S I P P I M S A D O U
N O R T H D A K O T A D H T R O N P E N N S Y L V A N I A Q H T
R H O D E I S L A N D T P S O U T H D A K O T A A E S A W E I N
E I W E S T V I R G I N I A E A S T B Y Q T K E N T U C K Y T S
U T T A H Z Y Q A E U I Y E P A T U W A S H I N G T O N T U U Q

Age 18



Age 17



Age 16

STUDENT WORKSHEET

Crack The Code

a = ★ b = ✓ c = ✗	d = ® e = © f = □	g = • h = % i = ☆	j = ¶ k = ■ l = ◄	m = + n = – o = ±	p = ÷ q = † r = ‡	s = § t = @ u = °	v = & w = $ x = /	y = * z = |

a special term sometimes used to denote that a juvenile has been found guilty _____ @ ‡ ° ©	the initial interview and screening of a youth referred to the juvenile court made by an intake officer _____ ☆ – @ ★ ■ ©	restoring or repaying a person for loss, damage or injury one caused _____ ‡ © § @ ☆ @ ° @ ☆ ± –
a court that has special jurisdiction over juveniles _____ ¶ ° & © – ☆ ◄ © ✗ ± ° ‡ @	a written request for a court hearing _____ ÷ © @ ☆ @ ☆ ± –	the care and keeping of anything by a person or authority _____ ✗ ° § @ ± ® *
the term used when a juvenile is arrested _____ ★ ÷ ÷ ‡ © % © – § ☆ ± –	the term given to a juvenile fact-finding hearing _____ ★ ® ¶ ° ® ☆ ✗ ★ @ ± ‡ * _____ % © ★ ‡ ☆ – ●	the act of keeping a person in custody _____ ® © @ © – @ ☆ ± –
a youth who has committed an act or offense that would be a crime if committed by an adult _____ ¶ ° & © – ☆ ◄ © _____ ® © ◄ ☆ – † ° © – @	local supervision of an offender in place of commitment to an institution _____ ÷ ‡ ± ✓ ★ @ ☆ ± –	sentencing in juvenile court _____ ® ☆ § ÷ ± § ☆ @ ☆ ± –

Track THE System
I.
Offense or complaint
Police APPREHEND juvenile offender
Referral to Juvenile Officer
Parents/guardians called
Informal Decision
II.a
Released in CUSTODY of parents/guardians
Referral to Community Youth Services
II.b
Referral to JUVENILE JUSTICE SYSTEM
INTERVIEW or PRELIMINARY HEARING with INTAKE OFFICER
Background Assessment
III.a
Released in custody of parents/guardians
Referral to Community Youth Services
III.b
Released in custody of parents/guardians until Juvenile Court Hearing arranged
III.c
Temporary DETENTION in Detention Home
Detention Hearing held within set time period
IV.
COURT PETITION filed
JUVENILE COURT ADJUDICATORY HEARING
Found "TRUE" or "UNTRUE"
SOCIAL HISTORY prepared
DISPOSITION decided by JUVENILE COURT JUDGE
V.a
Reprimand and release in custody of parents/guardians
PROBATION
Foster Home
Restitution or repayment for damages
V.b
Commitment to
YOUTH TREATMENT FACILITY
(State Training School, Learning Center, etc.)

Track The System

CASE STUDY 1.

Sally had gone shopping with several of her friends. They weren't looking for anything special but just decided to browse around. Her friends started telling her of other times when they had been shopping and had picked up small items and taken them from the store. They wanted to try it again. Sally hesitated — she had never shoplifted before but she didn't want her friends to think that she was afraid. She watched them as they slipped things into their purses — they looked at her — waiting.... Suddenly she found herself picking up one item after another, looking around to see if anyone was watching and then carefully slipping them into her pocket. Time to leave...they passed by the cashier smiling and friendly. Then an arm touched her shoulder; a man said that he was the security guard for the store and that they would have to come with him. This store had a strict policy against shoplifting — they would have to go to the police station.

The police were called and Sally and her friends were **apprehended** and taken to the police station. They were referred to the **juvenile officer** and he called their parents. Sally learned that her friends had been caught shoplifting once before. Because this was her first offense, Sally was reprimanded by the juvenile officer and warned of the seriousness of her offense but it was decided that she would be released into the **custody** of her parents. Her two friends were also released into their parents' custody but they and their parents were required to attend a counseling session on shoplifting.

CASE STUDY 2.

It was a hot muggy summer evening. John was hanging around his house with nothing to do. His friend Pete came by and they walked down to the corner to get a coke. On the way back they passed by Mr. and Mrs. Jones' house. Their lawn was uncut and there were newspapers all over the front porch. The boys decided that the Joneses must be away on vacation. They felt like a little excitement. John had never liked Mr. Jones anyway — he was always yelling at John for leaving his skateboard out on the street. They went around to the back of the house and tried the doors — all locked. But then they saw a window slightly raised. Wouldn't it be fun to just sneak in and take a look around? They pushed up the window and crawled in — suddenly an alarm started ringing and before they could get out, a police car was coming up the street.

John and Pete were **apprehended** by the police and taken to the police station. There they were referred to the **juvenile officer** and their parents were contacted. They had both been seen once before in the police station for some minor vandalism so the juvenile officer decided that their cases should be referred to the **Juvenile Justice System.** The juvenile court **intake officer** was contacted and came to the police station. He talked with the boys and decided that they did not have to be **detained,** and could therefore be released into the **custody** of their parents. They were to report to him the following day at 3:00 in the afternoon for an **interview,** which is like a preliminary hearing.

The next day the boys had their interview and information was gathered about their backgrounds. The intake officer decided that although they had committed breaking and entering they did not have malicious intent and would probably benefit from counseling. He did not refer them to juvenile court but dismissed the case, and referred them to specific counseling services.

CASE STUDY 3.

Jerome was 14 years old and in 8th grade for the second year. He had a difficult time in school and an even more difficult time at home. Both his parents worked nights and when they were home they were usually fighting. He had been in trouble before and several times had been picked up by the police for minor infractions. Now the school was really getting on him and he might fail again. Nobody seemed to understand. He felt angry — at his parents, at the school, at everybody.

He was wandering around aimlessly one night and found himself in front of his school building. How he hated that place — all it meant was frustration and pain. He saw a brick by the sidewalk. He picked it up and before he knew it had hurled it at the big plate glass window on the front of the school. The glass shattered and the noise resounded in the night air. He reached for another rock and hurled it and then another and another. Maybe this would show them how he felt. Suddenly he got scared and ran but not soon enough. The police had been notified of the noise and soon caught up with him.

Jerome was **apprehended** by the police and taken to the police station where he was referred to the **juvenile officer**. His parents were called but they were at work and too busy to come down to the station. Jerome suggested they contact his favorite uncle and he came to speak for Jerome. The juvenile officer referred Jerome to the Juvenile Justice System and the **intake officer** was called. Jerome was released in the custody of his uncle with instructions to report to the intake officer for a preliminary hearing or **interview**.

In his interview with the intake officer, Jerome was very defiant and angry. He had been beaten by his father for being in trouble again and he felt suspicious of all adults who pretended to help him. He refused to cooperate. The intake officer did some research on Jerome's background and decided that Jerome needed more help than he could give him. A **court petition** to **Juvenile Court** was filed. The court held an **adjudicatory** (fact-finding) **hearing** which heard all the evidence on the **delinquent** act that Jerome had committed. The juvenile court **judge** found him **true** (guilty) of the offense and he was released in the custody of his uncle until a social history could be prepared to help decide what rehabilitative treatment he should receive. A **disposition hearing** was held and the judge decided that Jerome would benefit from being placed in a **foster home** where he would receive the care and attention that he needed.

CASE STUDY 4.

Johnny, age 16, has been trouble many times before. Last year he was charged with assault, found **true** in a Juvenile Court and placed on **probation.**

Johnny just can't seem to stay out of trouble. He has grown up in a world of crime and violence and he has accepted it as his way of life. His main concern has been not to get caught. Now Johnny is involved in a gang that steals from expensive homes and gives the items to a "fence" to be sold in the black market.

He found a house that appeared to be empty and deftly worked the lock until it opened. Inside, in just a few minutes he gathered together a TV, stereo and a camera — quickly ran out to the car waiting in the driveway — backed it into the street. He had made it — now just to get rid of the stuff to his contact and he would be home free. He drove up to the "fence's" house and pulled into the driveway. Another car drove in behind him — a police car — the place had been staked out — he was cornered.

Johnny struggled as he was **apprehended** by the police — if he could only get away! But he was subdued and taken to the police station. He was referred to the **juvenile officer** and his parents were called. They expressed great concern over Johnny but felt they had no control over him. The **intake officer** was called and he decided that Johnny posed a danger to the community if allowed to remain free. He was **detained** temporarily overnight and a **detention hearing** was scheduled for the next day. The hearing would decide whether to assign him to a **detention home** until his case could be taken to court.

Johnny was brought to the intake office for an **interview** or **preliminary hearing** where they reviewed his background. A **court petition** was filed and an **adjudicatory hearing** held.

The judge felt the evidence warranted transferring Johnny to the adult justice system but he decided to give Johnny one more chance for rehabilitation within the juvenile system. He was found **true** of the charges and kept in the detention home until the **disposition hearing**. At this time he was sent to a state youth treatment facility (learning center or training school) to try one more time to prepare him to live in society.

STUDENT WORKSHEET

The Take-Over

CHARACTERS

OFFICER, MARY, TEACHER, PRIVATE, ROGER, LINDA, JOHN, SARAH, CARLOS, JACK

TIME: THE FUTURE

TEACHER: Students, I have shocking news. During the night the Enemy dropped The Bomb on Washington. They have taken over our government. Before long they will be here. (There is a loud knock at the door. An Enemy Officer and Private enter. The Private carries an automatic rifle.)

OFFICER: Long live The Big Boss! (At the mention of "The Big Boss," the Officer and Private bow deeply and say "Baa, baa." This is done each time the words "The Big Boss" are used.) Students, you are now liberated!

JOHN: What do you mean — liberated?

OFFICER: You are free.

JOHN: You mean we can do anything we want to?

OFFICER: Anything you want to — if it serves The Big Boss.

JOHN: You say I can do anything I want to — ... I don't like that "if".

OFFICER (to Private): Arrest that troublemaker! (John is taken to a corner of the room which serves as a "jail." The Private stands guard nearby.) And now, students, I have a big announcement. Starting tomorrow, we will begin each school day with a special service.

CARLOS: What kind of special service?

OFFICER: A special service honoring The Great Sheep.

CARLOS: Why should we honor The Great Sheep when we don't even know what it is?

OFFICER: Because it is the command of The Big Boss. Baa! Baa!

CARLOS: But that's not fair. You're taking away our rights.

OFFICER: Nonsense. All rights taken away from the people are kept for them by the government.

CARLOS (to the other students): I think we'd better have a meeting after school and decide what to do about this.

OFFICER: You can't. No more meetings can be held — except those that serve the government. (He looks at his watch.) You now have a chance to show your loyalty. At this time each day we will give a gift to The Big Boss.

MARY: Why should we give him a gift?

OFFICER: This is a sign of your loyalty to The Big Boss. There will be no more taxes. Your gifts will take their place. (He holds out his hand.) You will come forward and place your money in my hand. (To Mary.) You, young lady, will have the honor to be first.

MARY: How much money?

OFFICER: All you have.

MARY: I won't give my money to you.

OFFICER: You will give your money! (He signals to the Private who points his rifle at Mary and walks toward her.) Won't you? (The Officer pretends to take all the money from Mary's purse.) We will collect the rest of your gifts when the class ends.

ROGER: You won't get mine!

SARAH: Sounds like a racket to me!

OFFICER: I see signs of disloyalty among you. Too bad. It is clear that we must purify your minds.

ROGER: Do what?

OFFICER: Make your thoughts pure. (He holds up a copy of the Declaration of Independence.) We are going to wash your brains free of such foolish dreams as this. All of you will repeat the following words after me: "We hold these truths to be self-evident, that all men are not created equal, that they are not endowed by their Creator with certain unalienable rights..." (Three students are put in "jail" by the Private for not repeating the words.)

OFFICER: And now, my dear students — (Someone — not Roger — throws an eraser at him.) Who threw that? (No one answers.) One of you has committed a crime against the government. You have assaulted an officer of the government! This now becomes an official question: WHO THREW THAT ERASER? (To Roger.) Did you throw it?

ROGER: I refuse to answer. The Fifth Amendment —

OFFICER: That means you are guilty. No innocent man would refuse to answer. (To Private.) Arrest him. And make him stand on one foot as an example to anyone else who might want to plead that foolish amendment.

SARAH: What's going to happen to the people you've arrested?

OFFICER: They will be given a fair trial — in secret. Public trials are unfair to the government.

SARAH: But what are they charged with? What crime have they committed?

OFFICER: We will let them know after we try them.

SARAH: Will they be able to call witnesses? I'd like to be a witness.

OFFICER: The only witnesses will be the loyal servants of The Big Boss.

JACK: But the people you've put in jail haven't broken any law.

OFFICER: That does not matter. If we can't find a law they've broken, we'll pass one.

JACK: Will there be a jury?

OFFICER: Juries are stupid and wasteful. That's why I will try them and find them guilty.

JACK: You mean they can't be found innocent.

OFFICER: Of course not. They would not have been arrested if they weren't guilty. Now — a very important question: Do any of you have a book with the so-called Bill of Rights in it? (There is no answer. The Officer signals to the Private.) Search them. (The Private searches Jack's desk and finds the book. Jack is put in "jail." The Private hands the Officer the book.) This will be burned. All books with disloyal ideas will be burned.

TEACHER: That's an awful thing to do!

OFFICER: (to Private): Teach the teacher a lesson. (Private pretends to club Teacher and then takes her to "jail.") Very good. And now, students, the time has come for you to elect a Little Boss for this class.

LINDA: You mean we are going to get to vote for our leaders. You believe in free elections!

OFFICER: Of course — provided you elect the right people. And everyone can vote — except those with blue eyes.

LINDA: Blue eyes? Why can't people with blue eyes vote?

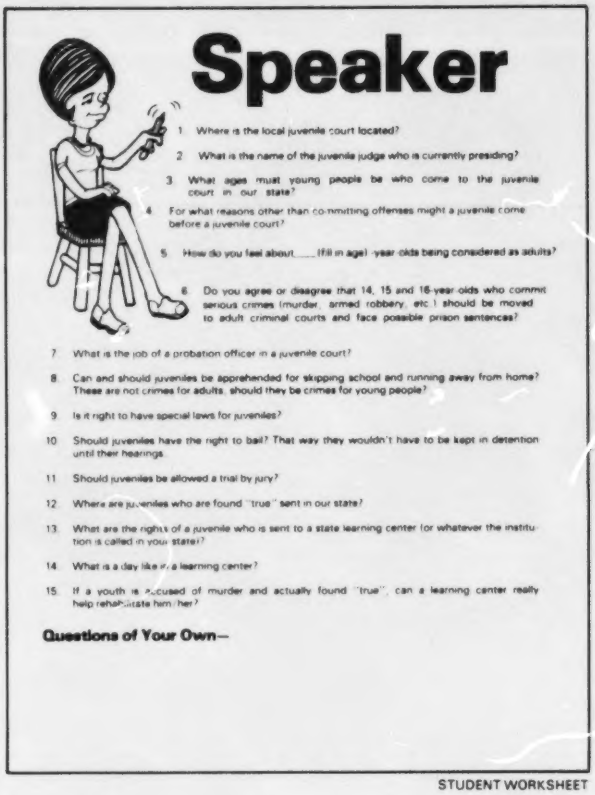
OFFICER: Very simple. Our scientists have learned that people with blue eyes come from a lower order of life. They are inferior. They are enemies of the state and (pausing) they will be taken care of. Right now! (He signals to the Private, and they go from student to student looking at their eyes. All those with blue eyes are lined up against the blackboard.) You notice that we did not put these blue-eyed beasts in jail. There is a reason for that.

LINDA: What do you mean?

OFFICER: We want to save the government time and money. We have a better way than jail to deal with them. (He gives a sign to the Private. The Private shoots all blue-eyed students. They "die" silently.) Now, dear students, are there any questions? (No one speaks.) Good! You have all learned your lesson well. (He and the Private go to the door, then turn and face the class.) Long live The Big Boss!

Follow-up Activities

SPEAKER
(STUDENT WORKSHEET Page 53)



Speaker

1. Where is the local juvenile court located?
2. What is the name of the juvenile judge who is currently presiding?
3. What ages must young people be who come to the juvenile court in our state?
4. For what reasons other than committing offenses might a juvenile come before a juvenile court?
5. How do you feel about _____ (fill in age) -year-olds being considered as adults?
6. Do you agree or disagree that 14, 15 and 16-year-olds who commit serious crimes (murder, armed robbery, etc.) should be moved to adult criminal courts and face possible prison sentences?
7. What is the job of a probation officer in a juvenile court?
8. Can and should juveniles be apprehended for skipping school and running away from home? These are not crimes for adults, should they be crimes for young people?
9. Is it right to have special laws for juveniles?
10. Should juveniles have the right to bail? That way they wouldn't have to be kept in detention until their hearings.
11. Should juveniles be allowed a trial by jury?
12. Where are juveniles who are found "true" sent in our state?
13. What are the rights of a juvenile who is sent to a state learning center (or whatever the institution is called in your state)?
14. What is a day like in a learning center?
15. If a youth is accused of murder and actually found "true", can a learning center really help rehabilitate him/her?

Questions of Your Own—

STUDENT WORKSHEET

In preparation for the speaker, give the worksheet to the students. Have them list any other questions they may wish to ask. Be sure the speaker receives a copy of the questions well in advance of his/her presentation.

- Probation officer serving juvenile court
- Staff member at a detention center

SCRAMBLE
(STUDENT WORKSHEET Page 54)

Scramble

1. JUVENILE
2. UNTRUE
3. DISPOSITION
4. CUSTODY
5. PROBATION
6. ADJUDICATE
7. APPREHEND
8. JUDGE
9. TRUE
10. CRIMES
11. INTAKE
12. HEARING
13. CURFEW
14. OFFICER
15. TRANSFER
16. YOUTH
17. COURTS
18. DETENTION
19. DELINQUENCY
20. VICTIM

1. nijuleve
2. eutrnu
3. possidonti
4. soyduct
5. ponitroba
6. judicaated
7. depahrepn
8. dujge
9. rute
10. mirecs
11. kaiten
12. gehrina
13. crufew
14. fricefo
15. sanrrfet
16. houyt
17. soucrt
18. otendinet
19. quinledcyen
20. timciv

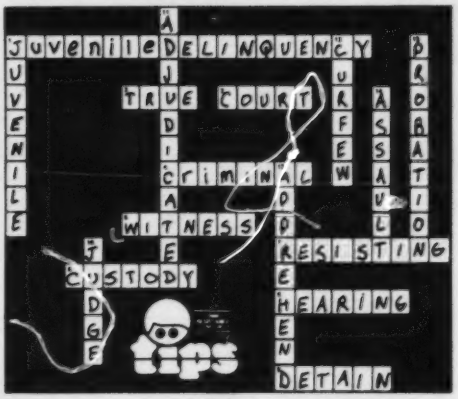
IT'S YOUR JUSTICE SYSTEM!

STUDENT WORKSHEET

There are twenty words with the letters in the wrong order. **Have students unscramble the words and put them in the blanks.** When you have all the blanks filled in, the letters in the squares reading down will spell out a saying. Also, the mixed-up words and the words reading down are related.

IT'S NOT HARD TO FIND
(STUDENT WORKSHEET Page 55)

It's Not Hard To Find



ACROSS:

1. The term used when a child commits an act or offense that would be a crime if committed by an adult
2. Found guilty in juvenile court
3. A place where trials are held
4. A person guilty of a crime
5. One who is called upon to testify before a court
6. The care and keeping of anything by a person or authority
7. Fighting back or otherwise making it hard for a police officer to carry out an arrest
8. The court session when facts are presented
9. To hold in custody

DOWN:

1. Young person below a certain age
10. The person in a juvenile court who decides the outcome of a hearing
11. When a juvenile case is judged
12. Juvenile process term meaning arrest
13. A time when young people must be off the streets
14. Attempt or threat to strike another without actually hitting him
15. Allowing a person who has broken the law to stay out of jail as long as he obeys certain rules

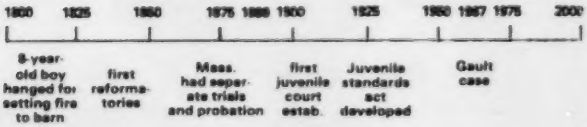
STUDENT WORKSHEET

Have students work the crossword puzzle individually.

ON YOUR OWN

Have students research the history of the Juvenile Justice System. Then — write a short story and/or prepare a time line.

EXAMPLE



MURAL

Divide the class into four groups and assign each group one of the steps in the Juvenile Justice System (APPREHENSION, INTAKE, ADJUDICATION, DISPOSITION). **Ask each to prepare an illustration (small mural) of the step for which they are responsible and label it. Place them in an area where they can see the flow from one step to another.**

This could also be a poster or a bulletin board.

YOU RE IN CHARGE
(STUDENT WORKSHEET Page 56)

You're In Charge

Situation:

Juvenile Detention Center • 24 juveniles held in detention
14 boys ages 10-18 • 10 girls ages 13-18
You are on the staff of the detention center and must make decisions on the living conditions there.

Some boys have committed thefts and vandalism. One boy is charged with murder, and the youngest boy is there for his own protection because his father was always getting drunk and beating him up.

Some of the girls were caught selling illegal drugs. One girl has been truant from school most of the year, and the mother of a 12-year old girl said, "She'll never change. I can't handle her any more."

What will the juveniles be allowed to do?

How will they spend their day?

What reasons would you have for keeping a youngster in detention?

Would they be allowed to go to school? Would they be forced to go?

Would there be any "fun" activities like movies, games, etc.?

Would any health care be provided?

Would the juveniles get a chance to talk to their counselors or their parents? How often?

How long would they be permitted to stay in detention before their hearing?

STUDENT WORKSHEET

Divide the class into discussion groups. Have each group pretend it is the staff of a juvenile detention center (place where youth are held awaiting hearings). It is their job to set up the rules for living conditions in the center. Have them share their ideas with the rest of the class.

Linda Riekes and Sally Mahe. *Juvenile Problems and Law, Law in Action Series* (St. Paul: West Publishing Company, 1975), p. 51.

MOCK HEARINGS

Ask students to suggest characters needed to conduct a juvenile hearing. Make a list of them on the board as they are suggested. The list should include:
juvenile
parents or guardian (one or two)
officer
youth officer
intake officer
judge
probation officer (not essential)

Select students to portray the various roles. Each juvenile will be given a situation that leads to his/her apprehension (see suggested list). Take each case through the juvenile justice process having the students act out the parts they were assigned.

Suggested list:

stealing a bicycle
possession of a small amount of marijuana
selling marijuana
purse snatching
being truant from school five times
shoplifting
burglary of a house
joyriding in a neighbor's car
armed robbery of a store
killing of boy in a gang fight

MIX AND MATCH
(STUDENT WORKSHEET Page 57)

Mix And Match

Juvenile Justice	Adult
immature, not fully responsible for what they do	FULLY RESPONSIBLE
apprehend	ARREST
intake officer	MAGISTRATE
court petition	WARRANT
detention home	JAIL
adjudicatory hearing	TRIAL
informal	FORMAL
closed to public	OPEN TO THE PUBLIC
sealed record	CRIMINAL RECORD
judge	JURY
true vs. untrue	GUILTY VS. NOT GUILTY
disposition	SENTENCING
release in custody of parents	RELEASE ON BAIL
probation	PAROLE
treatment	PUNISHMENT
delinquent	CRIMINAL

guilty vs. not guilty
punishment
fully responsible
jury
criminal
arrest
sentence
trial
jail
booking
release on bail
criminal record
formal
parole
open to public
warrant
magistrate

STUDENT WORKSHEET

After providing students with worksheet see how many of the juvenile terms they can match with those of the adult justice system listed at the bottom of the student worksheet.

THE CASE OF GERRY GAULT
(STUDENT WORKSHEET Page 58)

STUDENT WORKSHEET

Today, young people under 16, 17 or 18 (it varies from state to state) are considered to be juveniles by law. There are juvenile courts set up to handle their problems and there is a legal process set down by law that states what rights to "due process" juveniles have when they are taken into custody of the juvenile court. In 1967, the Supreme Court of the United States changed the law so that juveniles accused of crime were given many of the same rights which had been given to adults. The change happened when the Supreme Court was asked to rule on the case of a 15-year-old boy named Gerry Gault.

Provide students with the Gault case comic strip, discuss or have them write answers to the following questions, based on the fact that no juvenile rights existed at that time:

1. Should Gerry have a right to have a lawyer present at his first hearing?
2. Should Gerry's parents have been called as soon as he was picked up by the police?
3. Should Mrs. Cook have been made to appear at the hearing? For what reason?
4. Should Gerry have a right to remain silent (a) at the hearing, (b) when he was taken into custody?
5. If Gerry had confessed to being the phone caller while he was talking with the police, could that confession have been used against him at the hearing?
6. Why do you think Gerry was sent back to the Detention Home after the first hearing? Should he have been sent there, or should he have been released into the custody of his parents?
7. Do you think an official court stenographer (secretary) should have been taking notes at either of Gerry's hearings? Why?
8. Does it seem to you that there is a difference between what is called a "hearing" and what you understand to be a "trial?" Can you explain the difference?
9. Assuming that Gerry did make the dirty phone call, do you feel that he should be sent to a reformatory for six years (until he reaches age 21) as a result? Why? Why not?

Something did happen in the case of Gerry Gault. After Gerry went to the State Training School, his parents went to a lawyer and told the lawyer everything that had happened to Gerry. The lawyer agreed that if what Gerry's parents said was true, Gerry had not been given fair treatment and had been denied "due process of law." Since Arizona law at that time did not allow cases involving juveniles to be APPEALED, the lawyer PETITIONED the Supreme Court of Arizona for a WRIT OF HABEAS CORPUS. In this PETITION he argued that the Juvenile Code of Arizona violated the Due Process Clause of the Fourteenth Amendment. The case was finally heard by the United States Supreme Court. *Application of Gault,* 377 U.S. 1. (1967) The Supreme Court ruled in favor of Gerry Gault.

In the Gault case the Supreme Court ruled that a juvenile who was accused of violations for which he/she could be committed to an institution must have the right to:

1. *Notice of Charges* — Being told exactly for what you are being accused, far enough in advance of your hearing to be able to prepare your case.
2. *Right to Counsel* — Being told you have a right to a lawyer. If you don't have enough money to pay, the Court must appoint a lawyer for you.
3. *Right to Confrontation and Cross-Examination* — Being able to hear the testimony of the witnesses and of your accusers.
4. *Privilege against Self-incrimination* — Being told that everything you say might be used against you.

The Gault case did not decide whether juveniles should have the right to transcripts of the proceedings or a right to a review in a higher court. However, later State Laws and cases have generally given these rights to juveniles.

Linda Riekes and S. Mahe, *Juvenile Problems and Law — Law in Action Series* (St. Paul: West Publishing Company, 1975), pp. 12-16.

THE MIRANDA CASE
(STUDENT WORKSHEET Page 59)

The Miranda Case

Miranda vs. Arizona, (1966) 384 U.S. [illegible], 86 S. CT. 1602.

1. Ernesto Miranda was arrested for kidnapping and rape in Phoenix, Arizona in 1963. The woman who had been attacked identified Miranda.

2. The police took him to a special "interrogation room" and questioned him for two hours.

3. Miranda signed a confession statement. There was a small paragraph on the statement which said, "With full knowledge of my legal rights, understanding any statement I make may be used against me."

4. Miranda's confession was introduced at his trial. Miranda was found guilty, but appealed his case and it finally reached the U.S. Supreme Court.

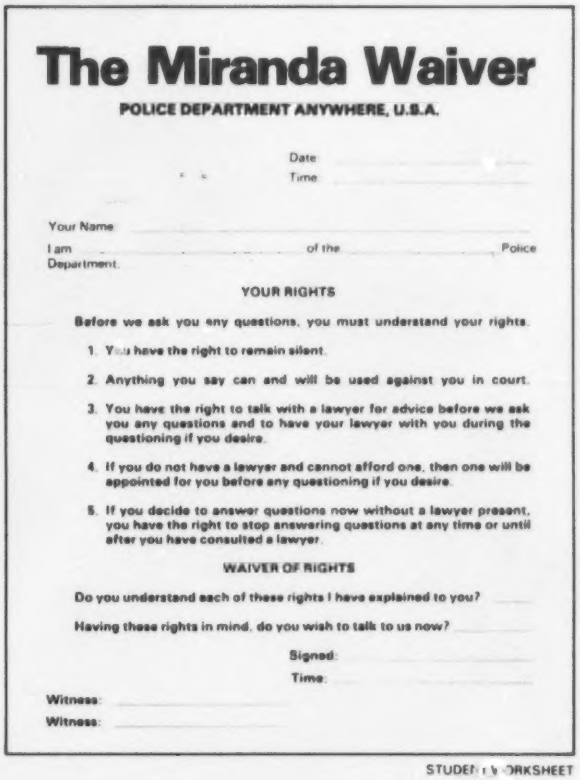
5. Miranda's lawyer argued that the confession was obtained illegally because the police had not explained to him his legal rights before they questioned him: that is, his right to remain silent and his right to have a lawyer before questions were asked of him. The State of Arizona argued that Miranda voluntarily confessed and that he did not ask for a lawyer when the police were questioning him.

a. Do you think Miranda's confession should have been used as evidence against him at his trial? Why? Why not?
b. For what reasons do you think Miranda might have signed the confession?
c. Do you think the police should be required to tell suspects their rights before questioning them?
d. Why do you think the court looks carefully at how the police got the confession before the court allows it to be used as evidence against the defendant in the trial?

STUDENT WORKSHEET

Explain to the students that this is the Miranda case and have them answer the questions after reading through the comic strip. In any situation (other than one where an officer is just obtaining information) where interrogation is necessary, this warning (see below) of their rights is to be administered *first*, and whenever reasonably possible their parents should also be present.

THE MIRANDA WAIVER
(STUDENT WORKSHEET Page 60)



The Miranda Waiver

POLICE DEPARTMENT ANYWHERE, U.S.A.

Date: _____
Time: _____

Your Name: _____
I am _____ of the _____ Police Department.

YOUR RIGHTS

Before we ask you any questions, you must understand your rights.

1. **You have the right to remain silent.**
2. **Anything you say can and will be used against you in court.**
3. **You have the right to talk with a lawyer for advice before we ask you any questions and to have your lawyer with you during the questioning if you desire.**
4. **If you do not have a lawyer and cannot afford one, then one will be appointed for you before any questioning if you desire.**
5. **If you decide to answer questions now without a lawyer present, you have the right to stop answering questions at any time or until after you have consulted a lawyer.**

WAIVER OF RIGHTS

Do you understand each of these rights I have explained to you? _____

Having these rights in mind, do you wish to talk to us now? _____

Signed: _____
Time: _____

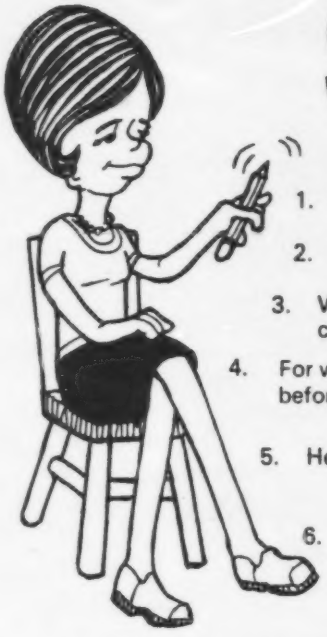
Witness: _____
Witness: _____

STUDENT WORKSHEET

Go through the waiver step by step and discuss whether this precaution is a good one and why. Hopefully, the students may even discuss situations where this is to their advantage.

At the bottom it says, WAIVER OF RIGHTS. **Make sure the students know that "waiver" means the intentional relinquishment or abandoning a known right, and what he/she is doing the minute he/she signs a paper such as this.**

Finish by discussing the need for witnesses when signing the "waiver." Is the law free of itself? (No, therefore the need for witnesses.)



Speaker

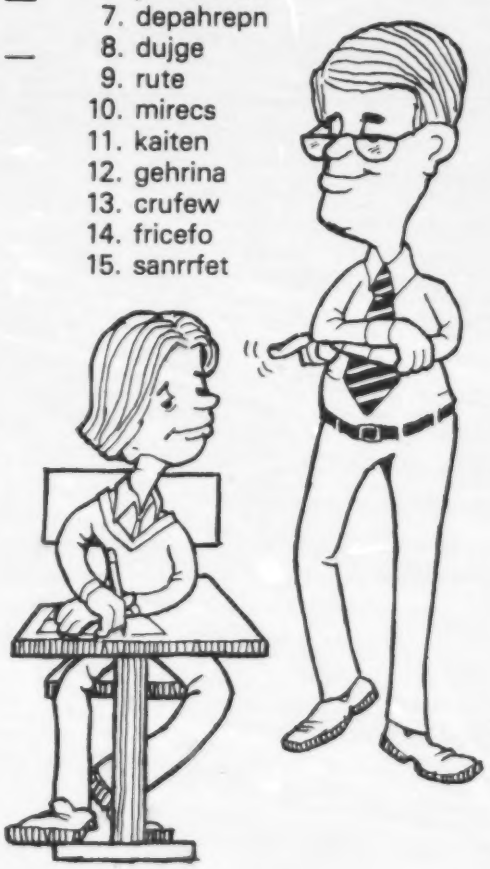
1. Where is the local juvenile court located?
2. What is the name of the juvenile judge who is currently presiding?
3. What ages must young people be who come to the juvenile court in our state?
4. For what reasons other than committing offenses might a juvenile come before a juvenile court?
5. How do you feel about____(fill in age) -year-olds being considered as adults?
6. Do you agree or disagree that 14, 15 and 16-year-olds who commit serious crimes (murder, armed robbery, etc.) should be moved to adult criminal courts and face possible prison sentences?
7. What is the job of a probation officer in a juvenile court?
8. Can and should juveniles be apprehended for skipping school and running away from home? These are not crimes for adults, should they be crimes for young people?
9. Is it right to have special laws for juveniles?
10. Should juveniles have the right to bail? That way they wouldn't have to be kept in detention until their hearings.
11. Should juveniles be allowed a trial by jury?
12. Where are juveniles who are found "true" sent in our state?
13. What are the rights of a juvenile who is sent to a state learning center (or whatever the institution is called in your state)?
14. What is a day like in a learning center?
15. If a youth is accused of murder and actually found "true", can a learning center really help rehabilitate him/her?

Questions of Your Own—

Scramble

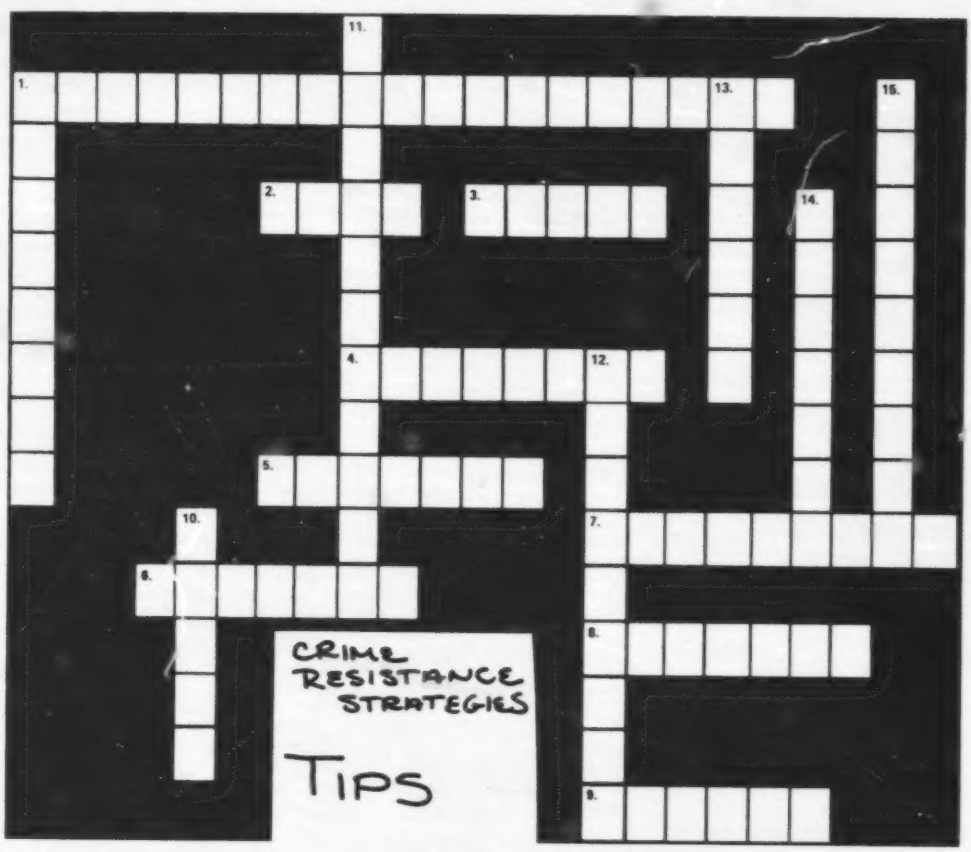
1. _ _ _ _ _ □ _ _
2. _ _ □ _ _ _
3. _ _ _ _ _ □ _ _ _ _ _
4. _ _ _ _ _ _ □
5. _ _ □ _ _ _ _ _ _
6. _ _ _ □ _ _ _ _ _ _
7. _ _ _ □ _ _ _ _ _
8. □ _ _ _ _
9. _ _ □ _
10. _ _ _ _ _ □
11. _ _ □ _ _ _
12. _ _ _ _ □ _ _
13. □ _ _ _ _ _
14. _ _ _ _ _ □ _
15. _ _ _ _ □ _ _ _
16. □ _ _ _ _
17. _ _ _ _ _ □
18. _ _ _ _ _ □ _ _ _
19. _ _ _ _ _ _ _ □ _ _ _
20. _ _ _ _ _ □

1. nijuleve
2. eutrnu
3. possidoniti
4. soyduct
5. ponitroba
6. judicaated
7. depahrepn
8. dujge
9. rute
10. mirecs
11. kaiten
12. gehrina
13. crufew
14. fricefo
15. sanrrfet
16. houyt
17. soucrt
18. otendinet
19. quiledcyen
20. timciv



□□□ □□□□ □□□□□□ □□□□□□!

It's Not Hard To Find



ACROSS:

1. The term used when a child commits an act or offense that would be a crime if committed by an adult
2. Found guilty in juvenile court
3. A place where trials are held
4. A person guilty of a crime
5. One who is called upon to testify before a court
6. The care and keeping of anything by a person or authority
7. Fighting back or otherwise making it hard for a police officer to carry out an arrest
8. The court session when facts are presented
9. To hold in custody

DOWN:

1. Young person below a certain age
10. The person in a juvenile court who decides the outcome of a hearing
11. When a juvenile case is judged
12. Juvenile process term meaning arrest
13. A time when young people must be off the streets
14. Attempt or threat to strike another without actually hitting him
15. Allowing a person who has broken the law to stay out of jail as long as he obeys certain rules

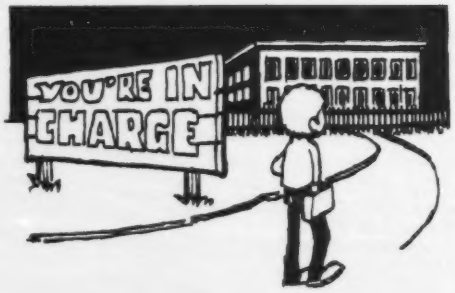
You're In Charge

Situation:

Juvenile Detention Center • 24 juveniles held in detention
14 boys ages 10-16 • 10 girls ages 13-15
You are on the staff of the detention center and must make decisions on the living conditions there.

Some boys have committed thefts and vandalism. One boy is charged with murder, and the youngest boy is there for his own protection because his father was always getting drunk and beating him up.

Some of the girls were caught selling illegal drugs. One girl has been truant from school most of the year, and the mother of a 12-year-old girl said, "She'll never change. I can't handle her any more."



What will the juveniles be allowed to do?

How will they spend their day?

What reasons would you have for keeping a youngster in detention?

Would they be allowed to go to school? Would they be forced to go?

Would there be any "fun" activities like movies, games, etc.?

Would any health care be provided?

Would the juveniles get a chance to talk to their counselors or their parents? How often?

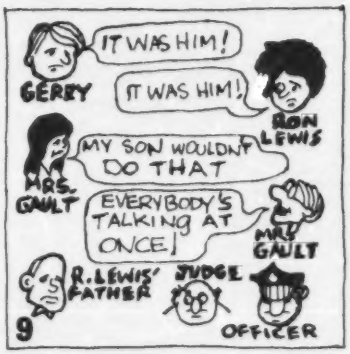
How long would they be permitted to stay in detention before their hearing?

Mix And Match

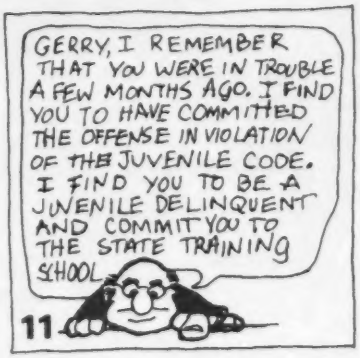
Juvenile Justice	Adult
immature, not fully responsible for what they do	_____
apprehend	_____
intake officer	_____
court petition	_____
detention home	_____
adjudicatory hearing	_____
informal	_____
closed to public	_____
sealed record	_____
judge	_____
true vs. untrue	_____
disposition	_____
release in custody of parents	_____
probation	_____
treatment	_____
delinquent	_____

guilty vs. not guilty
punishment
fully responsible
jury
criminal
arrest
sentence
trial
jail
booking
release on bail
criminal record
formal
parole
open to public
warrant
magistrate

THE CASE OF GERRY GAULT

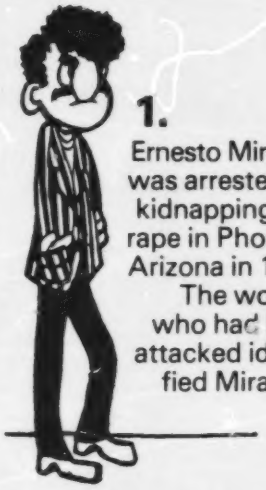


JUDGE, WHY NOT BRING MRS. COOK HERE, SO SHE CAN "SEE" WHICH BOY DID THE TALKING
MRS. COOK DOESN'T HAVE TO APPEAR IF SHE DOESN'T WANT TO. I'LL DECIDE WHAT'S TO BE DONE
JUDGE
10


GERRY, I REMEMBER THAT YOU WERE IN TROUBLE A FEW MONTHS AGO. I FIND YOU TO HAVE COMMITTED THE OFFENSE IN VIOLATION OF THE JUVENILE CODE. I FIND YOU TO BE A JUVENILE DELINQUENT AND COMMIT YOU TO THE STATE TRAINING SCHOOL
11

The Miranda Case

Miranda vs. Arizona, (1966) 384 U.S. 436, 86 S. CT. 1602.

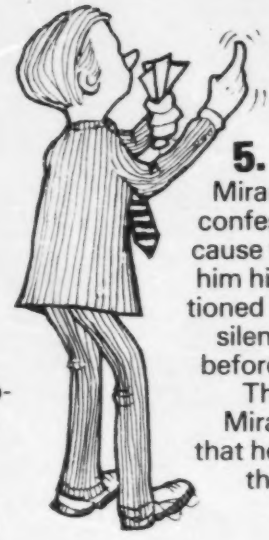


1.
Ernesto Miranda was arrested for kidnapping and rape in Phoenix, Arizona in 1963. The woman who had been attacked identified Miranda.

2.
The police took him to a special "interrogation room" and questioned him for two hours.

3.
Miranda signed a confession statement. There was a small paragraph on this statement which said, "With full knowledge of my legal rights, understanding any statement I make may be used against me.

4.
Miranda's confession was introduced at his trial. Miranda was found guilty, but appealed his case and it finally reached the U.S. Supreme Court.



5.
Miranda's lawyer argued that the confession was obtained illegally because the police had not explained to him his legal rights before they questioned him: that is, his right to remain silent and his right to have a lawyer before questions were asked of him. The State of Arizona argued that Miranda voluntarily confessed and that he did not ask for a lawyer when the police were questioning him.

a. **Do you think Miranda's confession should have been used as evidence against him at his trial? Why? Why not?**
b. **For what reasons do you think Miranda might have signed the confession?**
c. **Do you think the police should be required to tell suspects their rights before questioning them?**
d. **Why do you think the court looks carefully at how the police get the confession before the court allows it to be used as evidence against the defendant in the trial?**

The Miranda Waiver

POLICE DEPARTMENT
ANYWHERE, U.S.A.

Date: _____ Time: _____

_____
(Your Name)

I am_____
(Police Officer's Name)

of the_____Police Department.

YOUR RIGHTS

Before we ask you any questions, you must understand your rights.

1. **You have the right to remain silent.**
2. **Anything you say can and will be used against you in court.**
3. **You have the right to talk with a lawyer for advice before we ask you any questions and to have your lawyer with you during the questioning if you desire.**
4. **If you do not have a lawyer and cannot afford one, then one will be appointed for you before any questioning if you desire.**
5. **If you decide to answer questions now without a lawyer present, you have the right to stop answering questions at any time or until after you have consulted a lawyer.**

WAIVER OF RIGHTS

Do you understand each of these rights I have explained to you? _____

Having these rights in mind, do you wish to talk to us now?_____

Signed: _____

Time: _____

Witness: _____

Witness: _____

Supplementary Materials

Films and Filmstrips

UNIT I

BAD GUYS / GOOD GUYS — Under The Law II Series — 16mm — 25 minutes — Walt Disney Educational Media Co., 1973.

To show how a small, anti-social group bullies and intimidates those around them. To illustrate witnesses' reluctance and fear of becoming involved. To show how concerned citizens and students negatively affect law enforcement when they do not cooperate.

Two male students led by an older student threaten a classmate with a knife, but order is restored when a teacher interrupts. Later, the three students hijack a bus and rob the passengers, which is witnessed by the sister of one of the gang members. Out of loyalty she does not identify them to the police but warns her brother to change his behavior. Next the three assault the previously threatened classmate and the police are called to the scene. This time the sister agrees to cooperate. They are brought before the Juvenile Court and allegations of assault and robbery are filed against the three students. The teacher agrees to testify, but leaves before the case is called because of implied threats from the ringleader. The Juvenile Court subsequently places the three students on probation. Retaliating against the sister for cooperating, the gang leader approaches her after work one night and assaults her, but the police step in. The Juvenile Court determines the older student be certified as an adult because of his prior record. A thorough investigation reveals the students' involvement in the earlier bus robbery. The two younger students remain under the jurisdiction of the Juvenile Court and the leader is found guilty in the adult criminal court.

DISCUSS:

1. If you were Isabelle, to what extent would you want to get involved and what would influence you?
2. Why do you believe the teacher reacted as she did, and what are some of the risks that dedicated teachers in high-crime areas face?
3. Would you testify in court if you observed a similar incident in your school?
4. Would you place Ambrose, Marvin and Terry on probation? What actions would you expect of their parents?

CAREERS IN LAW ENFORCEMENT, PART 1 AND PART 2 — Career Exploration Series — filmstrip — 15 minutes — Pathescope Educational Films, Inc. 1973.

#1 — Discusses the role in various branches of law enforcement.
#2 — General discussion of law enforcement work.

Before showing the filmstrip, the teacher might throw out the following questions for discussion:

1. Do we need policemen? If so, what kind of men?
2. How do you think we get policemen?
3. What do you think of law enforcement careers? Why do you feel this way?
4. What are some of the responsibilities a policeman might have?

Show filmstrip #1 —

1. How did your ideas of a policeman's job match what you just saw?
2. In what ways is a law enforcement job demanding?
3. Why would it be important for policemen to take courses in psychology and sociology?
4. What is special about a policeman's kind of decision making?
5. How is a policeman, both an authority figure and a public servant?
6. Do you feel it is important for a policeman to be representative of the people in the communities in which he serves?

Show filmstrip #2 —

1. What is some of the training a recruit receives at the police academy?
2. Why do you think every police force requires a period of probation for new patrolmen?
3. What do you think is the most important skill a policeman needs?
4. Why are most policemen encouraged to further their education?
5. What are the opportunities for advancement in law enforcement?
6. Why is police work good preparation for careers in law, business and politics?

SUGGESTED ACTIVITIES:

1. Interview a person whose job is law enforcement.
2. Compare a policeman's job with the way it is portrayed on TV.
3. Compare a state trooper's job with that of an urban policeman.

Those students considering a career in law enforcement might consider the following questions:

1. What should be his favorite school subjects?
2. What subjects should he do well in?
3. What extra curricular activities would indicate an interest in law enforcement?
4. What are the advantages and disadvantages of the occupation?
5. What would be the impact upon one's daily life?

UNIT II

JUVENILE LAW — Bill of Rights In Action Series — 16mm — 22 minutes — BFA Educational Media, 1971.

Two brothers are accused of robbing an elderly lady. The 18-year-old is released on bail. The 15-year-old is taken into custody and was not released. The basic question is whether the "Juvenile Court System" violates due process.

DISCUSS:

1. Was the woman's description of the boys very specific?
2. Which of the Miranda rights did the boys use?
3. Who made the decision to keep David at Juvenile Hall?
4. What effect did the older brother seem to have on David?
5. According to the prosecutor, why must we have a juvenile system?
6. How were some juveniles punished in the 19th century?
7. What are some of the reasons that David should be sent home?

YOU HAVE RIGHTS AND RESPONSIBILITIES, TOO — Understanding The Law Series — filmstrip — 12 minutes — Educational Activities, Inc., 1976.

Rights and responsibilities of citizens are reviewed and applied through a discussion of the Ticker Case and Lopez vs. Goss.

DISCUSS:

1. At what age should a juvenile be treated as an adult? Why?
2. Should juveniles have more rights than they do now? Fewer rights? No rights? Explain.
3. Why do you think that juveniles get different rights at different ages?
4. List juvenile rights and responsibilities. How are these rights and responsibilities related?

ARREST AND SEIZE — Under The Law Series — 16mm — 16 minutes — Walt Disney Educational Media Co., 1973.

A teenage boy and girl, parked in an empty school parking lot at night, witness a burglary. The boy, who's smoking marijuana, refuses to call the police as the girl suggests. He speeds away, almost colliding with a police car called to the scene. The police stop him, sight marijuana in the car and run a "warrants and wants" check that identifies the car as stolen. They arrest the couple and search the car which contains other incriminating evidence. The girl is released to her parents, but the boy has a juvenile narcotics record and is held for further questioning. He later admits to possession of drugs, is made a ward of the court, and is ordered to participate in a drug rehabilitation and work program. The film dramatizes how evidence found through correct police search and seizure techniques can and will be admissible in court.

WHATEVER HAPPENED TO HONESTY? — 16mm — 13 minutes — Alfred Higgins Productions, Inc., 1977.

Stealing is becoming increasingly commonplace. Valuable articles, from books to bicycles, are subject to thievery when not locked up or bolted down. All around us we see the efforts made to protect ourselves from being "ripped off". Why are we faced with this growing problem? This film does not offer solutions. It reviews how theft is making our lives more difficult, and encourages our concern.

YOU BE THE JUDGE — 16mm — 20 minutes — AIMS, 1971.

In this film the viewer has an opportunity to witness three typical cases affecting juveniles (shoplifting, skipping school, drug traffic) and judge each case through "stop projector" technique.

DISCUSS:

1. What should happen or what should the police do with the person accused of committing the crime?
2. Should this vary with the seriousness of the offense?
3. What alternatives could there be in dealing with a suspect?

SUGGESTED ACTIVITIES:

Role playing in these situations:

1. A policeman interrogating a suspect accused of burglary.
2. A policeman questioning a murder suspect.
3. A judge asked to decide what should be done with a burglary suspect with no previous record and arguments from defense and prosecuting attorneys.
4. A judge asked to decide what should be done with a murder suspect with a prior record of assault with a dealy weapon, with arguments from attorney.

Film Distributors

AIMS
P.O.BOX 1010/ HOLLYWOOD, CALIFORNIA 90028

ALFRED HIGGINS PRODUCTIONS, INC.
9100SUNSET BOULEVARD/ SUITE 212
DALLAS, TEXAS 75229

BFA EDUCATIONAL MEDIA
2211MICHIGAN AVENUE
SANTA MONICA,CALIFORNIA 90406

EDUCATIONAL ACTIVITIES,INC.
FREEPORT, LONG ISLAND, NEW YORK 11520

PATHESCOPE EDUCATIONAL FILMS, INC.
71WEYMAN
NEW ROCHELLE, NEW YORK 10802

WALT DISNEY EDUCATIONAL MEDIA COMPANY
800 SONORA AVENUE/GLENDALE, CALIFORNIA 91201

Glossary

Adjudicatory Hearing — the term given to a juvenile fact-finding hearing.

Apprehension — the term used when a juvenile is arrested.

Arbitration — both parties agree on a third person to help them settle their conflict.

Arson — the act of setting fire to any building or property with the *intent* to damage or destroy it.

Assault — *attempt* or *threat* to strike another *without* actually hitting him/her.

Assault and Battery — *carrying out* an act of violence against another person after having threatened to do so.

Attitude — a feeling or emotion toward someone or something.

Authority — the power or ability to influence others' behavior.

Battery — an unlawful physical injury done to a person.

Breaking and Entering — the act of breaking open and entering a house or business of another with the *intent* to commit a felony (e.g. burglary, arson).

Bribery — the giving or promising of something of value (usually money) to influence the actions of another, i.e. change his/her mind, get him/her to do something unlawful or not to do a particular thing.

Burglary — See **Larceny**.

Child Abuse — when a parent or guardian injures, threatens to injure or allows another to injure a child. The injury can be either physical or mental. It is not child abuse if the injury is accidental or is considered to be normal parental punishment, e.g. spanking.

Child Neglect — when a parent or guardian neglects, abandons, or refuses to provide necessary care for a child.

Compromise — to adjust or settle a conflict by mutual agreement.

Conflict — opposing action of divergent ideas, interests or persons.

Conscience — an inner voice commanding us to do right or to be good.

Crime — an act in violation of a law where the offender is subject to punishment as prescribed by the law.

Curfew — a time when young people must be off the streets.

Custody — the care and keeping of anything by a person or authority.

Detention — the act of keeping a person in custody.

Disposition — sentencing in juvenile court.

Drug-Alcohol Abuse — using drugs or alcohol for non-medical reasons in attempt to influence the mind and body.

Exhibitionism — a perversion marked by a tendency to indecent exposure.

Extortion — obtaining something from another by threatening to commit violence.

Felony — an offense punishable by death, fine or imprisonment for more than one year.

Gambling — to bet something of value on an uncertain outcome such as a game of chance.

Guarantee — see **Warranty**.

Hearing — the presenting of the facts before a juvenile court, e.g. detention, adjudicatory and dispositional.

Hitchhiking — standing in the roadway for the purpose of asking for a ride.

Homicide — the killing of a human being by another human being.

Manslaughter — killing another person *without* having intended to.

Murder — killing another person *having planned to do so in advance.*

Incest — the sexual coercion or seduction of a child by a parent.

Incorrigibility — when a juvenile is incapable of being corrected, managed or improved by parents or guardians.

Intake — the initial interview and screening of a youth referred to the juvenile court, conducted by an intake officer.

Juvenile — a young person below a certain age, that age being determined by individual states.

Juvenile Court — a court that has special jurisdiction over juveniles.

Juvenile Delinquent — a youth who has committed an act or offense that would be a crime if committed by an adult.

Larceny — the general term used for taking someone else's property without his/her permission and with the intent to deprive him/her of it. (synonym — theft, stealing)

Burglary — the breaking or entering of any building **with the intent to commit a larceny, whether the larceny is actually committed or not.**

Robbery — taking of personal property or money from another **by use of force or the threat of force in his/her presence.**

Law — a set of rules or regulations by which a particular group or community regulates the conduct of the people within it. Laws are usually made by city, county, state or national governments. Laws can also be called statutes or ordinances.

Loitering — to hang around an area for no obvious reason.

Manslaughter — see **Homicide.**

Misdemeanor — an offense punishable by fine or imprisonment for less than one year in something other than a penitentiary.

Murder — see **Homicide.**

Pedophile — sexual perversion in which a young, prepubescent child is the preferred sexual object.

Petition — a written request for a court hearing.

Probable Cause — an assumption which is strong enough to give people a basis for thinking it to be true (but less than absolute certainty).

Probation — local supervision of an offender in place of commitment to an institution.

Rape — sexual intercourse without consent and chiefly by force or deception.

Restitution — restoring or repaying a person for loss, damage or injury one caused.

Robbery — see **Larceny.**

Rule — a written or oral guide that tells us how to act. A rule can also be called a regulation.

Runaway — juveniles unlawfully leaving the home of their parents or guardians without consent and with no intention of returning.

Shoplifting — *illegally* removing goods from a store without paying for them.

Stealing — see **Larceny.**

Suicide — the act of killing oneself intentionally.

Theft — see **Larceny.**

Trespassing — to enter unlawfully on to the property of another (land or buildings) without permission and when it is specifically stated or known that it is not allowed.

Truancy — staying out of school *without* permission.

True — special term sometimes used to denote that a juvenile has been found guilty (**Untrue** = not guilty).

Vagrancy — wandering idly from place to place by a person without visible means of support and with no established place to live.

Value — an ideal or belief that one holds important. A value is manifested through actions and behavior.

Vandalism — *willful* destruction or defacement of public or private property.

Victim — one who is harmed physically, psychologically or financially. Victims can be persons, organizations or society as a whole.

Victimless Crimes — crimes where there is no direct victim except the person who commits the crime.

Vulnerable — unprotected; open to or in danger of becoming a victim.

Warranty — a legal statement that makes certain promises about a product or service. (synonym-guarantee)